

Chart

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Missouri Southern State College, Joplin, Mo. 64801

It's Finally Here!
Spring Break Begins!

Free on Campus

Psychologist to discuss jury trials

"Legal vs. Psychological Assumptions about Jury Trial" will be the topic delivered by guest speaker Lawrence Wrightsman at 2 p.m. today in room 113 of the Taylor Education and Psychology Building.

Wrightsman is a prominent psychologist and chair of the psychology department at the University of Kansas.

The topic should be of interest to students and faculty in a variety of disciplines.

Reviewing the recent changes in the American trial jury process in light of available empirical evidence will be part of the discussion. He will also present the needs for further research as well as review emerging research on judicial decision making.

The Department of Psychology is sponsoring Wrightsman who is a speaker for the Society for the Psychological Study of Issues. A faculty development grant will pay expenses for the speaker.

Wrightsman is a recent past president of Division 8 of the American Psychological Association and is an active member of the SPSSI. His research is primarily on attitudes and application of social psychology to "the real world."

'Chart' wins All-American

The Chart has been named an All-American newspaper for editions published during the fall semester. The Associated Collegiate Press informed The Chart yesterday of its semi-annual rating. It is the 12th consecutive All-American award.

The Chart was specifically cited for coverage and content; writing and editing; opinion content; and design.

Said the judge: "Reading The Chart has been a pleasure. Its columns are evidence of a well-trained staff that is operating responsibly in producing a very high quality college publication. The finished product attests to the staff's ambition and journalistic knowledge. Congratulations on a very fine publication."

Additional comments included these.

On coverage and content: "A wide range of content characterizes The Chart. Staff covers the MSSC scene thoroughly."

On writing and editing: "The Chart is a well-written publication. That the staff is well trained is apparent."

On opinion content: "Through its opinion writings The Chart demonstrates outstanding leadership."

On design: "The large page, generously-sized pictures and attractive use of type contribute to The Chart's appeal to the eye."

Special mention was made of sports writing and editorial columns, with general comments indicating weaknesses occur in areas mostly out of The Chart's immediate control.

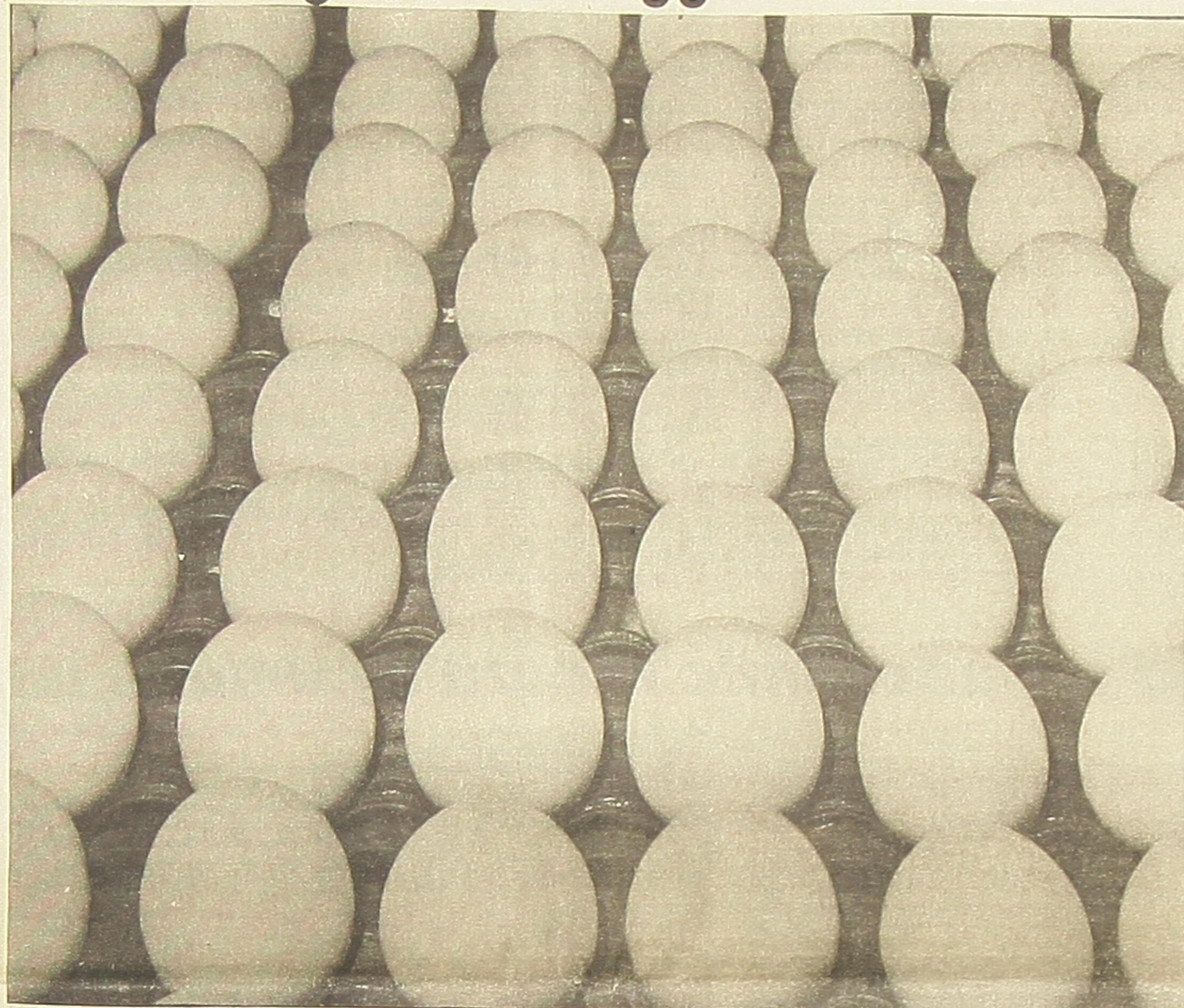
The Associated Collegiate Press each semester honors the nation's college newspapers by a critique of each and every edition published during a semester. Newspapers do not compete for awards but for ratings.

An All-American rating generally is reserved for fewer than 10 percent of the nation's college newspapers and judging is against nationally established standards.

The ACP is based on the campus of the University of Minnesota.

Reaccreditation is recommended

Easter brings out the eggs for us all



The Easter bunny will soon be delivering a bounty of colored eggs to bright-eyed children on Easter. These rows of hen fruit are awaiting inspection at Bell Egg Farm to see if they can make the grade.

Missouri Southern was recommended for a seven year accreditation, with a progress report due in three years, by the North Central Association of Colleges and Universities' on-site review team.

The recommendation was made yesterday during the team's exit report.

Although the exit report was an informal report of the team's findings several strengths and weaknesses were noted by the team.

Dr. Gordon B. Olson, chairman of the team and president of Minot State College, North Dakota, listed seven strengths of the college, eight points of weakness, and seven items of what he termed "advice."

HOWEVER, Olson said that the exit report was an informal report and that those items listed might not appear in the same order in the final report.

The seven areas of strength included the strong ties with the community held by the college and an open administration.

Here Olson mentioned the selective evaluation of department heads, the stance of the president, and the national searches conducted for faculty members.

He also included as strengths the performance of the library, the condition of the physical plant, and the cooperation with Southwest Missouri State University in bringing graduate programs to Missouri Southern.

Finally, Olson said that Missouri Southern's academic programs were sound and that they were convinced that there were several outstanding programs.

FOR WEAKNESSES the team listed eight. These were, said Olson, a breakdown in communication on campus, space needs in the library, including clerical and office space. Also, a systematic approach to long range planning was absent, the computer center was showing poor performance, enrichment of the student body was needed, and faculty and staff inbreeding were mentioned.

The present evaluation problems on campus were mentioned. Olson said campus wide cooperation was needed in solving this problem.

Advice was given in seven areas. Improvement of on campus communication was the first discussed. The visiting team also felt the present science laboratories didn't meet needs.

A review of pay policy for department heads was advised as well as improvements of the minutes from the Faculty Senate meetings.

OLSON SAID the Board of Regents should establish some formal channel of representation for faculty and students on the board.

Finally, Olson said that Missouri Southern was a maturing institution and in a state of transition. He suggested a careful review of promotion policies in terms of tenure and said the college should examine the question of whether staff members should have rank.

Other members making up the visiting

team are Dr. John Aragon, president of New Mexico Highlands University; Dr. Georgia E. Lesh-Laurie, chairperson of department of biology at Cleveland State University; and Dr. Edward R. Mulvihill, associate dean of the College of Letters and Science, University of Wisconsin, Madison.

WORK ON THE accreditation process started two years ago on the Missouri Southern campus with the preparation of an institution self-study.

Co-Chairmen of the steering committee were John Tiede, assistant to the president, and Dr. Brian Babbitt, associate professor of psychology.

Members of the committee were Doris Elgin, associate professor of nursing; Dr. Sam Gibson, associate professor of biology; Dr. Eugene Mouser, head of academic services; Doug Carnahan, associate dean of student affairs; Sidney Shouse, controller; and Barbara Beard, library science.

Buying books expensive, but needed, faculty declares

By Kris Cole

Soaring inflation rates have caused students to question buying books that serve as class aids and provide increase of their knowledge. Dr. Floyd Belk, vice president for academic affairs, has said instructors could only require students to purchase \$15 worth of extra textbooks per class. At that limit, four classes could run a student about \$60 in extra purchases.

Charles Moss, bookstore manager, said students complain "everytime they come to the cash register." The first few weeks of the semester are the most expensive time. "When students start paying for books in all their classes besides buying paper, pencils, and pens, it really gets to them," said Moss.

English classes seem to require the most outside sources to supplement rental textbooks. Different teachers request different editions of anthologies, depending upon their desired purposes. Several Norton Samplers are requested which range in price from \$5.80 to \$8.95, and composition books are as much as \$11.70.

The Samplers serve the same purposes, Moss said. "All readers are basically of the same kind, but there are so many because they are used by different instructors."

Bookstore anthology rental texts do not give full renditions of works and paperbacks are needed to supplement the texts, she explained.

Dr. Henry Harder, professor of English, said, "Rental books are nice in a way, but archaic. Kids go through school without having books in their major." He said rental books were helpful in students' non-major areas, but the system cheats students out of establishing their own personal library."

TRUE KNOWLEDGE, he said, comes from "knowing where to find information" because not many people can catalog every fact they learn.

Harder "sympathizes" with students. He is well aware of the inflationary price of books because he buys books for his own professional library. "I buy more books than students do, to keep abreast in my field." He also has a daughter attending the University of Arkansas where books are much more expensive, but, he said, "You get what you pay for. If you want a good education and a degree, you have to pay for it."

Harder said teachers have to require a certain "standard of excellency" to insure students get a good education. "Academic integrity" dictates that teachers "can not afford to cheat them [the students]."

RENTAL BOOKS are sometimes limiting to teachers who have to structure the course around the book. "Teachers are different and teach in different ways." Individual style is stifled when they "have to teach around the perimeter of a text book." When teachers can pick their own books they can augment their best qualities.

Some students "do not realize what they are getting with a book," Harder said. "Books are our laboratory."

One reason anthologies cost so much is the cost of publication. Dr. Steven Gale, head of the English department, has written three books and is currently writing a fourth. "There is a lot that goes into the price of books; that is why they cost so much," he said. He cited payments to art editors, managing editors, the marketing staff, and above all the authors of included works. One of his books required \$15,000 to be spent on permissions alone.

ON TOP OF PAYING the author for use of their works, money must first be spent in locating the authors. Gale's book required \$2,500 to be spent just in finding the authors to ask for permission to use their works.

"Books are an investment," Gale said. If students are going to learn they have to use books, he added. "If they are serious students they would want a book they

could write in and use as a reference." According to Gale, Missouri Southern's rental policy is one of the few in the United States. Other colleges require students to buy all of their books. Unwanted books can then be resold to the bookstore or other students, but profits can be unpredictable.

FERRON SAID, "I think the text rental system is a blessing as far as financial aid." But he also thinks "anyone going on should have a reading library in their discipline."

Tri-Beta, the biology society, has a project to aid biology students in establishing their own library. Books are gathered from faculty and auctioned off at a book sale.

Clarence Day, an American writer, once expressed the importance of books this way:

The world of books is the most remarkable creation of [humans]. Nothing else that [they] build ever lasts. Monuments fall, nations perish, civilizations grow old and die out, and after an era of darkness, new races build others.

But in the world of books are volumes that have seen this happen again and again and yet live on, still young, still as fresh as the day they were written, still telling [human] hearts of the hearts of [human] centuries dead.

Freeze paralyzes loan offices in nation

By Susan Calhoun
College Press Service

The Reagan Administration's 45-day freeze on processing applications for federal financial aid has virtually paralyzed most college student aid offices, but promises to cause even more problems for students during the summer, according to various aid officers.

They predict students, when they are informed of how much aid they'll be getting for the 1981-82 academic year, will probably be getting much less than they had anticipated. Because of the delay caused by the freeze, however, students may not hear until summer, when they may not have enough time before the start of fall term to scrape together money from other sources.

As a result, some administrators expect there may be an exodus next fall of students from private colleges to less expensive public colleges.

THE UNCERTAINTY prevalent in most financial aid offices since President Reagan proposed massive cuts in student aid programs—including Pell Grants (formerly Basic Educational Opportunity Grants), Guaranteed Student Loans, and National Direct Student Loans—was replaced by a more urgent, frustrated atmosphere last week when Secretary of Education Terrel Bell announced the freeze.

Bell said the government would process no more Pell Grant applications until Congress acted on his proposals to change the eligibility requirements for the Grants.

But because Pell Grants help determine what other kinds of financial aid students can get, the freeze has effectively stopped

the awarding of all federal aid during this, the busiest time for assembling "aid packages," says Dallas Martin of the National Association of Student Financial Aid Administrators.

Colleges are adopting two different strategies to cope with the emergency. One is to wait until it's settled. The other is to, as one administrator put it, "go through the motions." Both, aid administrators say, do little more than delay the effects of the freeze until the summer.

"GOING THROUGH the motions" allows aid officers to continue to construct aid packages for students even though the packages will probably fall apart during the summer, says Joanne Eberle, aid officer at Lehigh University. Until the summer, all anyone can do is wait, she says.

"We can't do much now in the way of estimating awards or projecting effects on enrollment," agrees Norman Beck, director of Ball State University's aid office. "But we'll be pushed into high gear over the summer, between processing awards and talking on the phone to students and parents who are worried they won't get enough money to go to school in the fall."

Beck says the time between a student applying for aid and getting the aid can normally stretch to three or four months.

A SCHOOL SCREENS aid applications in late winter, forwards the survivors to the federal government for review, and finally hears of the fate of each application in March, April and May, Beck explains. Then his office scrambles to complete the aid package with money from other sources. The stu-

dent usually hears about the final package in late May or early June.

But this year, most students won't learn their fates until just a few weeks before the beginning of fall term. For those students who receive less from the government than they requested—and many students will get less if the president's budget cuts are approved—those last few weeks will be nothing less than "havoc" as they try to find the rest of the money they need in time, Eberle says.

Nevertheless, some schools prefer "going through the regular motions" to "sitting in a holding pattern," notes University of Virginia associate aid director James Ramsey. Thus his school is forging ahead assembling aid packages just as it did in March of last year. The difference is that this year the packages are temporary, he says.

HE EXPECTS he'll "have to go back to the drawing board" when the government belatedly announces its aid awards in the summer.

"Right now we're sending letters on the assumption that students will receive the full amount requested from the government," Ramsey notes. "But we're adding a warning that these projections are only temporary."

Moreover, Ramsey adds that for the first time he can remember UVa is offering students "two or three hundred dollars less than they need."

HE WORRIES that bills for tuition may arrive before aid packages can be revamped in the summer, and that "this is going to cause a lot of hassles for students who panic that they can't pay the bills."

Other administrators don't see much

reason to go through the motions. At the University of Washington, aid officer Catherine Dyson avers, "We can't decide how to deal with it until summer. We can't recruit actively because we can't offer potential students money."

Adds the University of Wyoming's Delbert Smith, "We're in a holding pattern. We can't even judge next fall's enrollment."

TO EASE students' worries, many schools are devising temporary loan plans specifically tailored to help meet the first tuition bill of the fall. Virginia's Ramsey notes his school has a good reputation for "covering such immediate needs," and is sure he can uphold the reputation as long as students repay the loans within a few months.

Beck says Ball State has already begun a plan to provide temporary financing to students, which means "there'll be a problem in cash flow, obviously at a cost to the institution. But we have to do it," he concludes.

None of the aid officers contacted for this article by College Press Service, however, had much hope of making up all the money lost if the Reagan cutbacks are approved.

"THERE SIMPLY aren't enough university funds to make up the difference," Eberle says, voicing a common lament. She adds the most schools; top priority will be to provide for currently-enrolled students, usually with temporary loans.

If a two-month loan isn't sufficient, "students are going to have to make fast decisions about staying here or withdrawing," she mourns.

Fall, summer registration continuing this week

Students with 60-89 hours may pre-register today and tomorrow for the summer and fall terms. Pre-registration began Monday with seniors and associate degree candidates.

The process continued after Spring Break with persons having 30-59 hours pre-registering Monday and Tuesday, April 20-21, and those with 0-29 hours pre-registering Thursday and Friday, April 23-24.

Students may register for either the summer or fall term or for both.

Pre-registration begins with a student picking up a permit to enroll and a planning sheet at the Registrar's Office, room 100 of Hearnes Hall. They then confer with their advisers, complete the forms, and return them to the Registrar's Office.

Students must verify their schedules April 30 and May 1 between 9-11 a.m. and 1-3 p.m. on the third floor of the Billingsley Student Center. Any conflict in schedules can be adjusted at that time.

Students with 60 hours or more must verify schedules on Thursday, April 30. Students with fewer than 60 hours must verify on Friday, May 1. Pre-registered students will pay fees during regular registration periods for the summer and fall terms.

466 cited for academic record by dean's fall honor roll

The Dean's Honor List for the fall semester has been announced by Dr. Floyd Belk, vice president for academic affairs. Some 466 students were cited for superior academic achievement.

To be placed on the Dean's list a student must be a full-time undergraduate and earn a minimum of 3.5 points out of a possible 4.0 on 12 semester hours or more. Some 121 students attained a perfect 4.0 average.

Students are listed by class and hometown. Asterisks denote:

SENIORS

Anderson—Frances A. Wallain; Bartlesville, Okla.—John Dickson Golbach; Billings—Christine R. Lehman; Carl Junction—Jill Annette Boore*. Carol W. Burnham; Susan Ann Clarkson*, Shawna E. DeGraff; Marshall S. Douglas; Jill P. Patterson; Susan Arlene Petty; Regina Leigh Stark*; Carthage—Elizabeth Anne Brown; Mary Suzanne

Carter*, Paul Winston Carter; Vicki L. Elliff; Susan Lee Ernest; Michelle Ann Carter Hutchinson; Keri M. Jeffries; Mark Leslie Kinman; Debra Sue Reeves; Lisa A. Pearman; Kathleen Sue Rogier*; Scott B. Rosenthal; Regina P. Shank*; Elaine Maria Stock; Andy Thomas*; Karl Van Beccelaere; Judith A. Wachter; Danny Lee White;

Cassville—Joyce Annette Preddy; Diamond—Erin Lea Hansford; Wilma Anne Waggoner; Davida Leah White; Duenweg—Karen Lynne Oliver*; Galena, Ill.—Steven William Owen; Goodman—Susan K. Phillips; Granby—Deborah Diane Boles; Randy Gale Jobe; Ruth Lavern Johnson; Higginsville—Carl Drew Cromer; Jasper—James L. Johnston; Judith A. Rice*;

Joplin—Larry J. Augustine; Cynthia J. Belden*; Patricia F. Black*; Robert Howard Booker*; Harry Edward Boyd; Russell E. Brock; Debra Karen Bullis; Karen Kay Carter; Laura Robin Chew; Terry Robert Cole; Barbara J. Cunningham*; David M. Cunningham; Mary A. DeArmond*; Carole Lou Fears*; Karen M. Gilbert*; Julie L. Gillogly;

Kansas City, Mo.—Jerry R. Keesee; Lamar—Jennifer J. Kirby*; Lanagan—Retta Patricia Hill; Liberal—Gina Beth Smith; Miami, Okla.—Sharon P. Cundiff; Linda Ann Glover*; Sheila Lynn Smith; Milo—James Thomas Nichols; Monett—Leslie Estes; Debra Lee Peters*; Wayne Anthony Woods; Mt. Vernon—Janice P. Franklin*; Junius Jackson*; Janie Rose Turk*; Vicky Lynn Orr*; Neosho—Patricia Ann Acton; Joan Lee Atkisson*; Carole S. Bachmann*; Gregory R. Bridges*; Ronna V. Cook; Stacy L. Dahlstrom; Patricia L. DeWitt; Cynthia Ann Duncan; Pamela Lee Harden; Tammy K. Hobbs; Juanita P. Mitchell*; Caroline Perigo; Clifford R. Whitehead*;

Nevada—Jane Ann Graham*; Beth E. Lightner*; Newton—William R. Turner; Noel—Marilyn K. Lincoln; Orono—Sandra Gail Crane; Pierce City—Janet Theresa Fenake; Livia Lee Seufert*; Pinesville—Linda L. Melton*; Purdy—Jane Kay Gibbons; Carolyn Mae Schad; Richland—John E. Vaughn; Reeds—Mary B. Farris; Sarcoxie—James Michael Stotts*; Schell City—Linda Ann Price; Seneca—David E. Frye; Mark Allen Landreth; Springfield—Dee Ann Coble*; Brenda Mae Speed; Stark City—Gary Wayne Dodson; St. Charles—Randy Scott Meyer; St. Louis—Kathleen A. McEntee; Eileen L. Rakowicki; Vandals—Betty Marie Bensing; Verona—Cathy Ruth Lamp; Webb City—Katherine E. Barrett*; Marsha Lena Cogbill; Audie S. Eppard*; Debra Mae Erwin*; Diane Lynn Jones*; Carlo Lee Klott*; Lucinda L. Swanson; Woodlawn, Ill.—Jerry Wayne Wilson.

JUNIORS

Anderson—Michelle Desautels*; James Paul Dickey*; Branson—Kathy Kay Soper; Carterville—Rickey W. Richardson; Kevin L. Rose; Carthage—Jeffrey Andrews; Katherine D. Bay; Kelly Jo Bowman; Debbie R. Butler Jennings; Thomas Frye Douglass*; Randy Dale Frost*; Danette Johnson; Jill Marie Lewis; David C. Manners; Lori Lynne Mills*; Lee Egar Tyler; Cassville—Mary J. Schlichtman; De Queen, Ark.—Michael Louis Petet; Diamond—Leanna Rubottom*; Eufaula, Okla.—Stacy Decann Major; Exeter—Jerry Edmund Tucker; Karen H. Vinyard*; Fair-

view—Katherine Borushaski; Galena, Ill.—Tammie J. Al-Hiyari; Larry Gene Murray; Iantha—Mary Chris Lakey; Jasper—Rhonda Mae Repligie;

Joplin—Brenda Kay Barger; Martha E. Baughman; Charles B. Bowling*; Margie Ann Boyd*; Alexander K. Breitke; Ralph P. Broadwater*; Linda Lee Brown; Julia A. Caldwell; Lynell Ann Champ*; Kristen Ann Cole; Charles M. Conkin; Charles D. Cupp; Patti Jo DeArmond; David Scott Dillon; William J. Dooling*; Brian Joseph Doran; Cynthia L. Droke*; Cynthia Joan Ewing; John Sylvester Farley; Tina Maree Frank*; Steven Anthony Giles; Dawn Ellen Glasson; Frank H. Gray; Nancy Ann Hannan; Betty L. Harrington; Richard J. Joseph*; Curtis B. Lawrence*; John F. Lawson*; Rhonda L. Martin; David A. McDonald; Mark Gerald Mense; David John Morrison; Donna Marie Mosley; Tim A. Padley; Nancy S. Petersen; Bill R. Pratt*; Cynthia L. Ratliff; Denise Lorraine Royer*; Karen Lee Sapp; Shady L. Scopes*; Lyndell D. Soles; David Morgan Shady; Suzanne Sharp; Barbara Elaine Short; David Wiley Smith; Sandra Kay Spencer; Marla Douglas Taylor; Teresa G. Taylor*; Michelle J. Walker.

Lamar—Sherrie A. Divins; Liberal—Karen Jane Dermott; Kurt Douglas Marti; Rhonda L. McKee*; Lockwood—Carol Lynn Mabee*; Miami, Okla.—Verba Maxine Allen*; Monett—Richard Gregg Arend*; Ronald L. Bertalotto; Mountaineer—Virginia M. Zilliox*; Mount Vernon—Dale Conway; Neosho—Lori Lynn Ackerson; Mark Bradley Bridges*; Terry Wayne Caldwell; Norma Jean Carlson; Karen Sue Clark*; Katherine D. Gray*; Kimberly J. Hartley*; Jean Marris Hobbe; Sheryl K. Jordan; Sherry Jo Kern; Mary Ann Martin; Linda F. Minnigerode; Dana Lynne Shadwick; Calvin Wayne Sigars; Debbie S. Webster*;

Nevada—Armando De La Rose*; Anne Fisher; David T. Mooneyhan; Ossola Mills, Pa.—Alan Scott Raistrick; Pierce City—Janet Marie Boes*; Pineville—Leura Jeanine Stout; Purdy—James Harry Sehl, Jr.; Rayrown—Mary Beth Shimp; Sarcoxie—Teresa Ann Vinson*; Seligman—Johannah Preston; Steven Brian Tygart; Seneca—Eric Lee Decker; Felicia Ann Webb; Topeka, Kan.—Steven Jay Stallard; Webb City—Jerry D. Adams*; Stella Susie Annis; Steven W. Bearden; Homer R. Murphy*; Weir, Kan.—Donna M. Jones*; Wentworth—David Paul Oehle; Williamsburg, Ill.—Douglas G. Oglesby.

SOPHOMORES

Asbury—Judith Ann Herr*; Baxter Springs, Kan.—Julie Anne Robinson*; Carl Junction—Mary K. Barnes*; Jill E. Haralson; Karen Ann Kingore; David K. Stephens; Eric Dean Sutton; Carthage—Hung Van Dinh; Jacci L. Pim; Janice L. Wright; Clay M. Zapletal; Charlton, Iowa—Terry Lee Rower; Diamond—Lane Dean Brill; Michael Dale Harp; Diane Lynn Shelton*; El Dorado Springs—Cynthia Sue Coale; Galena, Ill.—David E. Ryan; Golden City—Elizabeth M. Hand*; Stephen Earl Wilson*; Granby—Elizabeth M. Hand*; Stephen Earl Wilson*; Jasper—Martha L. Braker*; Kimberley Ross*;

Joplin—Garry Dale Ackerson; Sherri Anderson; Nancy Anne Babb; Patricia Kay Boever; Jole A. Calicott*; Cynthia J. Carder; Mary Beth Childress; Daniel Gerard Chirby*; Jim David Christman*; Jeffrey Leroy Cox; Kenneth Alan Cox; Angelique J. Cross; Ted Joe Dale; Robert E. Ellington; Stephen G. Ewens*; Donna P. Gilbreth; Paul F. Gruenwald; Margaret J. Helliker; Marcia L. Hennessy; Laura L. Higgins; Mary Louise Hill; Barbara A. Hood; Sam B. Hyde; Lisa Gaye Istrigg; Darren Lee Lindsey; Evelyn L. McClellan; Michael R. Moyer; Pat Noble*; David Nokes, Jr.; James F. Oberkirch;

Florence A. Orcutt; James I. Pendergraft; Kevin Eugene Petefish*; Donna L. Potts; Rodney Lee Sanders; Barbara M. Scott*; Renay M. Seward; Brock A. Sieglinger*; Cynthia D. Smith*; Alan R. Stanley; Ralph James Starks; Evelyn C. Stewart; Julie May Taylor*; Joel Scott Tupper*; Karen Sue Wells;

Miami, Okla.—Marsha Jean Coppedge*; Miller—Steven D. Warren; Monett—Luke Edward Blinzer*; Mount Vernon—Marvin Lee Hodde; Kay K. Sims; Neosho—Joel Kirk Alumbaugh; Tracey Diane Grigsby; Debra Lynn Harper; Dethora Jean Hurst*; Marvin L. Morris; Orongogo—Donna Ellen Peasley; Mark L. West; Purdy—Gary W. Kennedy; Saint Charles—Lisa Jean Riggs; Sarcoxie—Daniel L. Baker*; Seneca—Betty L. Bartlett*; Springfield—Kellee Anne Dennis; Stells—Wendy Lee Davidson; Verona—Timi K. Fields; Webb City—Ronald P. Alumbaugh; John S. Davidson; Bobbie Ann Dykens; Glynnis Jean Kell; Denice C. Myers; Elba L. Newby; Terri J. Rager; Michael T. Robertson; Debra L. Vandiver; Wentworth—Karen Lynn Blinzer.

FRESHMEN

Anderson—Michael D. Sammann; Aurora—William D. Schroeder; Avilla—Kathryn M. Lowrey; Stanley R. Lowrey*; Baxter Springs, Kan.—Paige E. Green; Bridgeton—Randall J. Kriewall; Carl Junction—Amy Suzette Boore*; Kerri Sue Felkel*; Janet Sue Hackney; Teresa Louise Ihm*; Claudia Sue Shepherd; Carthage—Teddy H. Block; Joe Lee Bruffett; Shari D. Cook; Brian K. Ellefson; Karen K. Foster; Jeff Donald; LaFerla; Chris M. Long; Irene Ellen Manley; Jerry L. Spry; Cassville—Randy Lee Rose; Diamond—Tonya Gayle Calloway; Rhonda L. Youngblood; El Dorado Springs—Vicki L. Beck; Kristin Jo Rabe; Eureka—Rebecca Sue Linton; Granby—Mary J. Stafford; Iantha—Anthony Eli Lakey; Jasper—Bruce A. Holliday; Timothy Lee Sprenkle;

Joplin—Stewart M. Alexander*; Judith Ann Biggs; Sherri Lynn Boyd*; Geneva Joanne Chew; Cathy Jean Cottrell; Debra Lee Curry; Deneva L. Drew*; Lorri A. Einerson; Ann Marie Farmer; Joy Kay Fasse; Teri L. Ford*; Pamela Sue Forsyth; Mary S. Franks; David Edward Gibbs*; Janice M. Goodall*; Susan E. Groves; Nancy Mae Hardy; Jan Clark Hickerson*; John Herbert Hodge; Robin Joy Holmgren; Amy Lynn Long; Thomas MacLaughlin*; Larry Joe McDonald; Tessy E. McMullen; Karen Ann Miller*; Marcia Ruth Neely; Larry Scott Phillips; Sherri J. Plagmann; Carl K. Powers; Kristi Lynn Powers; Peter M. Shanafelt; Ronald L. Skaggs*; Mark Lloyd Scott; Scott Faber Smith; Brad D. Talbot; Judith Lee Thompson; Earl Robin Western; Wilma Jean Weston; Carol Lynn Wiseman; Shirley Ann Wright;

Kansas City—Anthony George Ell; Lamar—Laurie J. Morey; Leavenworth, Kan.—Karen A. Testers; Liberal—Sharon Dian Reynolds; Lockwood—Mark Alan Harrington; Monett—Kimberly Ann Horner; Mount Vernon—Carri Christin Scott; Neosho—Valerie Denise Kidd; Mark Alan Morris; Sheila Kay Schwartz; Margaret C. Story; Anna M. White; Daniel Lee White; Nevada—Rebecca J. Byers; Sandra Kay Gonterman;

Pierre City—Connie Marie Cahalan; Janet Lynn Frey*; Lorraine C. Riddle; Powell—Toni L. Robbins; Republic—Jeffrey S. Harris; Sarcoxie—David B. Delong*; Kierst Gjeruldsen; Seneca—Wayne Allen Ball*; Gloria Ann Craven; Marlene Joan Leavens; Siloam Springs, Ark.—Mary Christina Nitzi; Springfield—Linda J. McGinnis; Stella—Dora Lynn Dalbom; Stotts City—Pamela S. Lewis; Webb City—Cynthia Lee Powell; Cathi Lee Williams.

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Eldorado Springs	

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Friday 9 a.m.—noon

'Can you afford not to exercise?' asks Dr. Cooper

Dr. Kenneth Cooper, nationally known authority on aerobics, asked his audience if they could "afford not to exercise" when he spoke last Friday in the Connor Ballroom of the Billingsly Student Center.

Cooper is a former lieutenant colonel in the medical corps of the U.S. Air Force and a senior flight surgeon. He has written several books, including *Aerobics*, *The Aerobics Way*, *The New Aerobics*, and *Aerobics for Women*, the latter of which he co-authored with his wife Mildred. The books have sold over six million copies and are translated into 15 foreign languages and into braille.

COOPER GRADUATED from the University of Oklahoma in 1952, receiving his M.D. from the University of Oklahoma School of Medicine in 1956 and his M.P.H. from Harvard School of

Public Health in 1962. His residency was served in aerospace medicine at the USAF School of Aerospace Medicine, Brooks Air Force Base, Texas.

Cooper is also a recipient of many health awards and now serves on the Governor's Committee for Physical Fitness for the state of Texas. He left the Air Force after 13 years and set up the Aerobics Center of Preventive Medicine on 11½ acres in Dallas. The center has three divisions: a medical center, a research center, and a health center designed for comprehensive assessment of an individual's health.

Cooper is trying to build "an academic environment" at the center. Seminars are held where people from all over the country and the world attend. These people return to their homes where some set up their own centers.

BUSINESSES ARE establishing aerobic programs with knowledge of Cooper's concepts. In 1976 only 35 businesses had aerobic programs. Currently there are 1,693 corporations who have full time employees who do nothing more than lead exercise centers," said Cooper. Businesses, he said, are realizing what an asset good health is in maintaining an efficient staff.

Cooper's program is closely aligned with the Christian concept that the body should be like the "temple of God. I feel commanded to glorify God by keeping my body healthy," said Cooper.

Cooper said he felt called to be a medical missionary in a foreign field when he was 18, but he never achieved that. He feels the work he does now has led him in the right direction. "I have the opportunity now to open doors in foreign fields to other missionaries."

COOPER SAID he has done a lot of traveling to help spread aerobics around the world. In Brazil the word aerobics cannot be translated into their language so they began calling it "Cooper." When they ask, "Have you done your Cooper today?" they mean one's exercise program.

He has led runs through the streets of such cities as San Salvador and Buenos Aires. Terrorists in one country blew up a hotel across the street from their hotel once, Cooper said, but "they never threatened us."

Time is always found to work out, said Cooper. "I cannot meet the demands of my life without keeping in good physical condition." He has been running for the past 20 years, averaging three miles 4.4 times a week.

"**EXERCISE IS** nature's best tranquilizer," he said. The best time of the

day to exercise is between 4 and 7 p.m., according to Cooper, because it "helps burn up the tensions of the day." People want to relax after a hard day and usually come home to a couple of drinks and sitting around. Exercise is a much more healthy way to relax, according to Cooper.

Preventive health care is Cooper's driving line. His program is set up to get and keep a person "in shape." A unique point system is used to evaluate exactly what type and how much exercise one needs. Programs are adjustable according to age and sex.

"The most common symptom of heart disease is sudden death," said Cooper. Preventive medicine is a comprehensive thing including diet, exercise, and rest.

Agent Orange to be subject of rap session in BSC tonight

A rap session on "Agent Orange" will be held at 6:30 tonight in room 313 of the Billingsly Student Center. Mrs. Sharon Wentz of Springfield will conduct the discussion.

Area veterans and other interested persons are invited to attend. Agent Orange is the controversial defoliant used in Vietnam and which is now being associated

with various health problems suffered by Vietnam veterans.

Mrs. Wentz's discussion will focus on some new work being done by chiropractic physicians who are attempting to deal with the problems by using nutrition. The new experiments are designed to flush the body's system of poisons and then reconstruct the damaged tissues.

KME, math honorary society, initiates six new members

The Missouri Iota Chapter of Kappa Mu Epsilon, the mathematics honor society at Southern, initiated six new members recently. Kappa Mu Epsilon was founded in 1931 for the benefit of teachers and students of undergraduate mathematics and is now a national organization with approximately 100 chapters and 4,000 members.

The new initiates are: Joel Arthur

Calicott, Daniel Gerald Chirby, Larry Dean Hicks, Mark Douglas Taylor, Gary Wayne Dodson, and Randy Mark Wheeler.

The initiation was conducted by the KME sponsors Dr. Joe Shields and Dr. Gerald Suchan, and by the KME officers, Rhonda McKee, president; Robert Booker, vice president; and Rickey Richardson, secretary-historian.

SIFE

Deficits and Spending

By Eric Brown

Can Government deficits contribute to inflation? They can and sometimes do. Here are a few facts that will illustrate the uneasy connection of deficits with inflation. The current Federal deficit is running between 2 and 3 percent of our national income. Japan's current deficit is running about 6 percent of its national income, and Germany's is about 2 percent, or roughly the same as ours. Yet both Japan and Germany now have, and for some years have had, lower inflation rates than we.

Large Federal deficits in the United States accompanied inflation in both world wars. In 1932 and 1933 Federal deficits ran about 5 percent of national income, yet prices fell drastically. In 1975, the deficit was 5.6 percent of the national income and inflation was 7 percent. In 1969 there was an actual surplus of one percent of the national income and inflation was 6.1 percent. 1974 and 1979 were the years of the nation's highest inflation rate: 12.1 percent for '74 and 13.3 percent in '79. The deficits were about 1 percent of the national income.

This patchy record is accounted for by two major factors. First, deficits can be a result of inflation and deflation as well as a possible cause. Second, deficits have a direct effect on inflation when they are financed by creating money (as they were in the two world wars).

Deficits are bad primarily because they bring excessive government spending

which is the chief culprit in producing both inflation and slow economic growth. If spending is financed by creating money to meet deficits, the link between spending and inflation is direct. If spending is financed by borrowing or taxes, the link is indirect but nonetheless real. Both borrowing and taxes crowd out private spending. By reducing private incentives to work, save and engage in productive ventures and by crowding out private investment, high government spending inhibits economic growth so that any given rate of monetary growth produces a higher rate of inflation.

Big spenders have pushed through government programs leading to higher deficits. Fiscal conservatives, having lost that battle, have responded by supporting an increase in taxes to narrow the deficit. Historically, the fiscal conservatives have been turned out of office, partly for having the courage to raise taxes, whereas the big spenders have been re-elected, partly for their irresponsibility in raising spending. They have been set off on another spending spree and launched another cycle of higher spending, bigger deficits, higher taxes.

Cutting taxes reverses the cycle. If the tax cut threatens bigger deficits, the political appeal of balancing the budget is harnessed to reducing government spending rather than to raising taxes. That is the right way to achieve a balanced budget. It is the way that President Reagan proposes to follow. Much depends on his success.

FOR STUDENTS in New Mexico, Arizona, Texas, Oklahoma, New York as well as Massachusetts, the effort to put student representatives on boards of trustees and regents has been picking up the last five years, moving from state legislatures to executive board rooms and sometimes to the voters.

Though the issue has, according to Steve Lieberman of the Coalition of Independent College and University Students (COPUS), been a "hot topic" for years, observers believe it's coming to a head now because of a new federal law, and because the rapidly-escalating costs of college have made students more determined to influence their collegiate destinies.

The huge Education Reauthorization Act passed by Congress last October included a measure creating a student position on state education coordinating boards. The new position, which many states have yet to physically create, gave students "a lot of psychological advantages" in their fight to get on governing boards, explains Kelly Crawford of New Mexico State University.

ADMINISTRATORS have countered the new position amounts to excessive federal regulation of both state and private institutions.

But the biggest impetus behind the new drive for student representation is probably the huge percentage jumps in tuition and housing costs that many schools have already announced for 1981-82.

Combined with the Reagan administration's proposed cuts in financial aid, the tuition increases have heightened

a COMPROMISE before the state's education commission this spring asks schools to "set up mechanisms for student involvement in governance," but does not mention specifically boards of trustees.

In Texas, State Rep. Terrel Smith made his bill creating a student regent a "priority" so the legislature would consider it during the spring. The legislature defeated an identical bill last year.

Students in Arizona and Massachusetts won legislative victories in 1980, but still didn't win all they wanted. In Arizona, the regents refused to give the student representatives voting rights, citing their inexperience in making the "multi-million dollar decisions" regents often face.

IN MASSACHUSETTS, the restructuring of the higher education system subsequently wiped out three state boards of regents after those boards had added student members.

Under the new structure, explains UMass-Amherst junior Ken Moore, each of the 28 schools in the system has its own board, complete with student members. The powerful state board of regents, however, includes no student representation. A bill before the Massachusetts legislature would give the state board a student member, however

Anywhere from 22 to 26 state university systems already include student reps on their boards, but at private schools the issue is "just firing up," notes the AGB's Linda Henderson.

ESTIMATES OF HOW MANY of those boards allow students to vote are hard to come by. But even non-voting student members say their role is important.

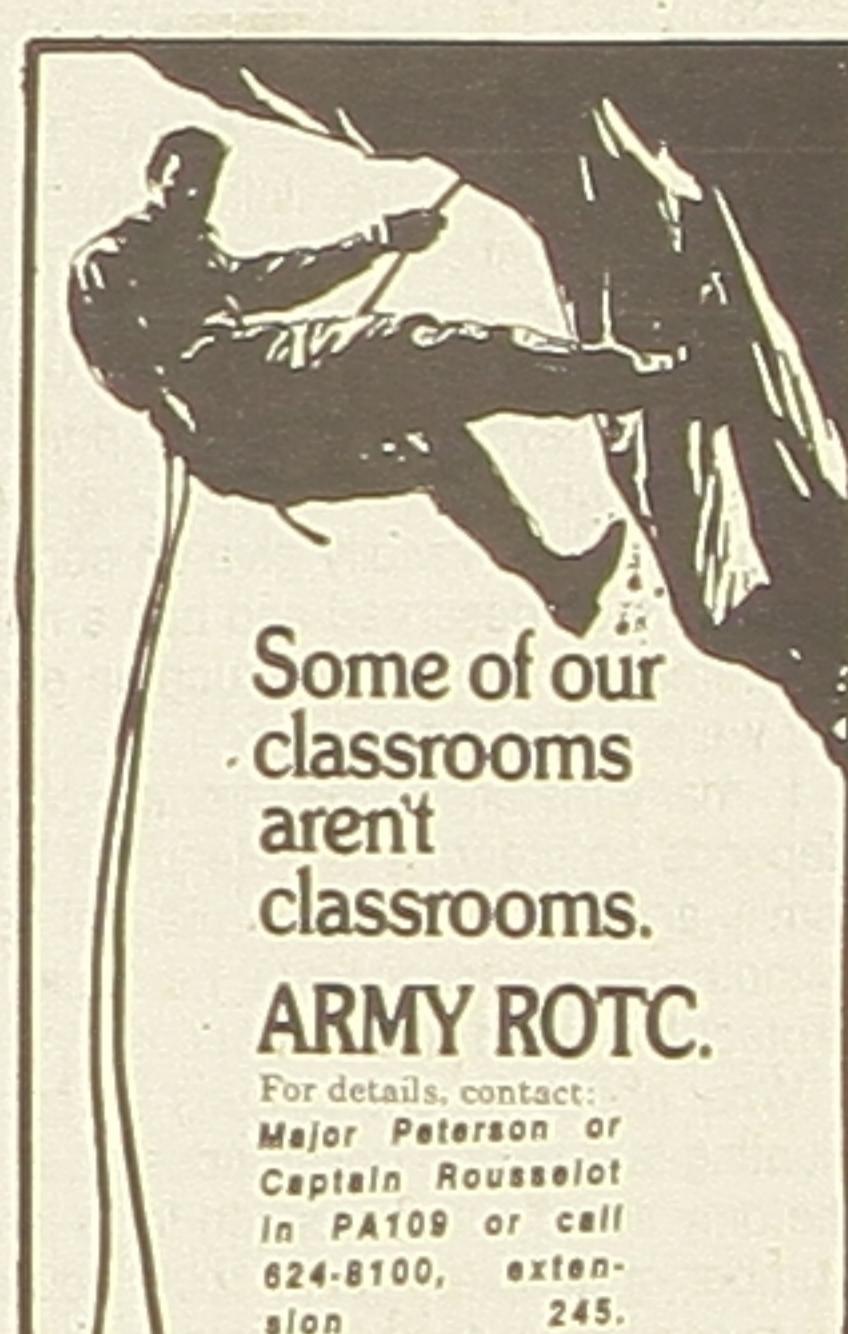
Kelly Crawford and Frank Segall, non-voting student trustees at New Mexico and Brandeis, respectively, say their effectiveness depends on the attitudes of other board members.

Crawford reports on student-related issues at every board meeting, and gets advance copies of meeting agendas so he can "be there in case something student-related comes up."

Segall claims his opinions in debates are "listened to and taken very seriously."

But at George Washington, Katz must overcome the "intense, almost pathological opposition of our university president to the idea."

For the moment, "all we can do is try to show the trustees that a student representative is in their best interest," Katz says. He hopes to demonstrate student input "will reduce the amount of research they have to do," will limit student misconceptions of trustee actions, and "prevent mistakes" like the rejection of the chapel gift.



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sion 245.

Nevada wins 4th straight sweepstakes in business

Nevada High School won its fourth straight sweepstakes award last week as the School of Business sponsored its annual College Business Education Conference.

Some 800 high school students were on campus for the all day event which attracted students from 35 schools in the four state area.

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Opinion

On buying books...

Recently in The Chart concern was voiced by a student about the high cost of books needed for a semester's courses. While cost of books is high, especially for those academic types which sell a limited number of copies, they are a valuable commodity for any student. This should hold true in the area especially of a student's major field of study.

In many ways Missouri Southern does hold the cost of education down by renting books instead of selling them. However, it only shorts students in another way.

When faculty members can only order new text books every three years, there is the continual problem of lagging behind the newer editions.

Also, in many instances, the course content is affected by limiting the books that can be purchased by students.

In the end, students, by saving money, only short themselves by cutting down on the amount of material received.

It would seem wise since Missouri Southern has left the community college stage to cease book rentals and begin a system whereby students would purchase their books. While this would be costly for students at the beginning of a semester, the student holds the option of reselling the books. Though this system may seem costly, in the end it wouldn't be as costly as one might expect.

There are tradeoffs in many things, but it seems one's education would be one area where such matters could be avoided. Students must realize that the education is more important than the cost of the education.

Along with the maturity of Missouri Southern must come that of the student attending the institution. Students must realize that education is not to be taken lightly or to be made of shortcuts. Rather we should pursue an education with regard to its value, not to its cost.

On gun control...

After the shooting of President Reagan and others last week, there is additional support for new gun-control legislation.

The main question being asked is whether gun control would actually eliminate senseless shootings of innocent people. Probably not. It could help in the long run, but not immediately.

How many handguns and other firearms are currently owned in the United States. The number is countless. It would be impossible to make an accurate count of all guns privately possessed. Even harder would be the task of having all these weapons confiscated by government officials. Most people wouldn't readily give up something they felt they deserved and had a right to own. Imagine the cost of such an effort if it were to be undertaken.

In many instances the average citizen depends on firearms to defend his home, family and property. He would feel naked without the knowledge that he could protect his loved ones if necessary.

What about the use of guns for sport? Hunting is a million dollar industry. It is the only source of recreation for a large number of people. Again, could you expect them to give up their firearms readily to some government official?



CLARK SWANSON: Too young to remember 1963...

By Clark Swanson

Too young to remember the murder of President John Kennedy, just old enough to remember the deaths of Bobby Kennedy and Martin Luther King, and just the right age to know the terror of President Ronald Reagan's shooting.

The events of Nov. 23, 1963, are a blank. Only with the help of a book, *The Torch Is Passed*, can the events be recalled.

If you were born in 1959, you were nine years old in 1968. Old enough to remember both Martin Luther King and Robert Kennedy. If you were nine years old and watching TV on the night of King's murder, the news bulletin came as a shock, if you can remember. On CBS there was no visual other than the words *CBS NEWS BULLETIN*. Walter Cronkite went on an hour later at 10:30 p.m.

Dad just said, "Oh, God, there's going to be another civil war."

There wasn't, but Bobby Kennedy died that June. Although Kennedy didn't die instantly, he died just the same the next day. The riding of a bike wasn't an uncommon experience at age nine, but riding a bike and hoping that Bobby wouldn't die maybe was.

THE FUNERAL, viewed on TV, was long and sad. The next day was dull, drab, and dreary.

Maybe everyone remembers what they were doing on those fateful days when it seemed that man had little humanity left. For most of the country, the pain passed but for some it never will. The thoughts persist, memories linger, and always the question why?

Apparently we never found out why, for on March 30, 1981, the ugliness presented itself again. While President Ronald Reagan didn't die in the attempt, the same sense of horror prevailed.

For students in American colleges or universities, the news might have come after returning from class with a friend. Or maybe, but unlikely, one student might have been listening to a radio news program to discover the news. However, the news spread, losing accuracy as it went; yet, nonetheless, the news was spread.

The President Has Been Shot.

IN A STUDENT CENTER, in a dorm room, in a bar, at your parents' house, in the library, in a class, one remembers.

Tragic, yes; an insult to the American people, yes; but still it happened. While the loyal opposition may

not respect the President's political or economic views, the President has to be respected, for he is the President. That is the real insult. One person tried to destroy the man the majority of the citizens of this country wanted for that position and which the loyal opposition must loyally oppose.

The feeling inside one gains from the news of the President's shooting can only be described by the best of writers. Those of lesser quality wish to just say, "I don't really care to live through it again for it really wasn't that great of a feeling. It was the feeling of death and helplessness."

MAYBE THAT WAS the strangest part of the feeling—helplessness. Suddenly those who control their future could no longer; for a moment, there was no future. For a moment there was a void, a void of being without a leader.

It seems we again gain a renewed respect for the presidency during events of this kind. Yet after a day or so the criticism of Reagan's policies continued as it should; it is the way our system works; one side thinks it has a better means to achieve the same end.

But still we ask why?

JULIAN BOND: Budget cutting and minorities

By Julian Bond

Most Americans have been willing to give President Reagan's unproved economic-recovery plan a try. They have supported his attempts to stop "the cruelest tax" by cutting the federal budget to the bone.

Being only human, of course, they would prefer that he cut a program affecting someone else. But they have taken comfort in his promise that the cuts would be even-handed and that each American would be required to make an equal sacrifice.

And when he vowed that a "safety net" would prevent any hardships from befalling the truly needy, who would not have urged Reagan and Budget Director David Stockman to cut and slash away?

THAT'S WHAT Americans thought, anyway. Now we have learned that the budget cuts would impose special hardships on the working poor, especially those who labor for wages that don't stretch far enough to keep the pantry full between paychecks or the rent paid by the fifth of each

month. Additionally, the cuts would hurt black Americans far more than they would whites.

Consider, for example, that 8 million Americans pay their grocery bills with the help of food stamps. The stamps are used by 36 of every 100 black families but only seven of every 100 white families. Reagan's proposed cuts would slice 400,000 families from the food-stamp rolls.

ANOTHER TARGET of the administration budget-cutters is Medicaid, which pays the medical bills of 22 million Americans. Some 10 million of them are black.

Reagan wants to cut \$3.5 billion from the Comprehensive Employment and Training Act public jobs program. Blacks hold about 100,000 of these CETA jobs. Their loss would add a full percentage point to the rate of black unemployment, which is already more than double the rate of white unemployment.

The administration has also requested cuts in the federal housing subsidies that benefit one in every black families. In addition, 600,000 black families live in public housing that would receive less

maintenance under the new budget.

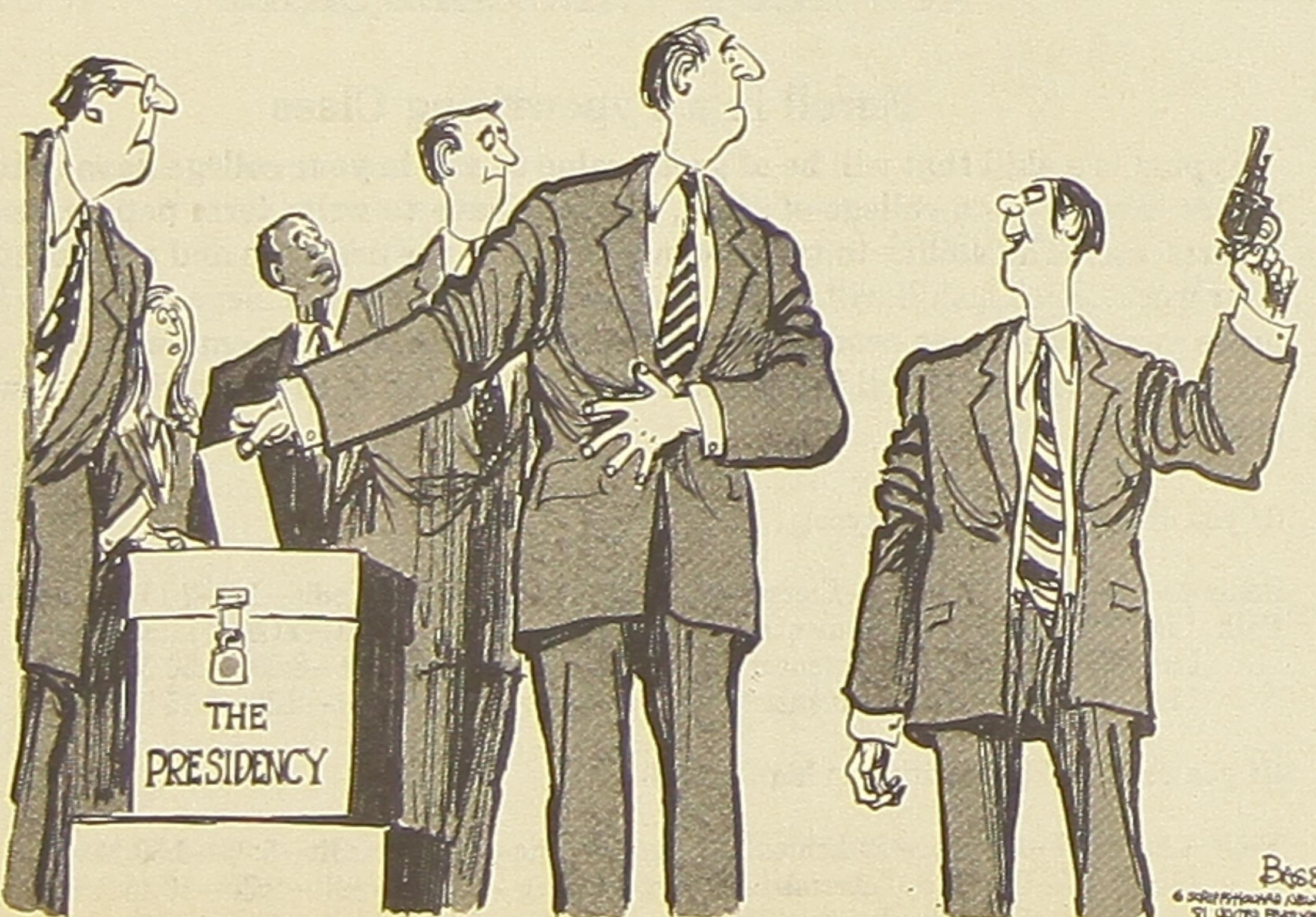
REAGAN ALSO WANTS to limit the federal assistance that will enable 2.6 million Americans to pursue college educations this year. One in every three recipients of this aid is black.

We had hoped that Reagan's tax cuts would at least add equally to each family's budget. But the biggest tax savings would go to families earning more than \$35,000 a year.

Only 6 percent of black America earns that much. Three out of five black families make less than \$15,000 a year. They will gain \$75 a year in tax savings from the president's program.

The harsh effects that these proposals would have on blacks don't prove that the Reagan administration is racist or that Stockman holds secret membership in the Ku Klux Klan.

But they do show that special attention still must be paid to those whose disadvantage began when slave ships swept them away from West Africa into a world where color has ever since counted more than character.



The Chart

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Indians, whites more alike than many think

By Kim Estes

When thinking of the American Indians, most people tend to visualize a red man with a headdress full of feathers, neatly braided long black hair and beaded deerskin moccasins.

This is a false prototype as these are certainly all Indian characteristics, but not all of them originate from one specific tribe. Each tribe had its own customs and beliefs. The American Indian didn't try to portray a colorful picture; he lived on the land and many times replenished it as well. His deerskin attire wore well, kept him warm, and was made to last.

ELMO INGENTHORN, author of *Indians of the Ozark Plateau*, insists that the Indian and the white man actually had more in common than most people believe.

Some of these likenesses are:

- 1) Both the Indian and the white man believed in the existence of a supernatural spirit. The Indian called his the "Great Spirit" while the white man had his "God."

- 2) BOTH HAD HEROES and outlaws within their separate societies.

- 3) Both believed in immortality and that people were somehow rewarded after death for their good and evil deeds.

- 4) Each felt he was of a higher social status than the other.

Ingenthron, who resides on route 2, Kirbyville, Mo., says that the reason he began writing of Indians goes back to his childhood. "I grew up knowing nothing but Indian head nickels and pennies, a Big Chief tablet, and Pocahontas stories."

THE TERM OZARK PLATEAU includes the land south of the Missouri River, west of the Mississippi River, north of the Arkansas River and east of the Neosho River.

According to Ingenthron, it is one of the oldest geological formations in North America.

The early inhabitants of this area, and mainly in Lawrence County, were the Osage and Delaware Indians.

DAN STEARNES, curator of the Jones Memorial Chapel and Museum in Mt. Vernon, Mo., says that according to his research the Osage Indians, along with other tribes, were forced to move into the Indian territory, currently the state of Oklahoma.

According to Stearnes' research, James White of Verona, Mo., said that the only neighbors he had when he moved to this area in 1831 were the Delaware Indians. Their original homeland had been Pennsylvania but they had been forced to move west.

The Osage Indians who inhabited this area were known to have fought a number of battles and were considered very warlike.

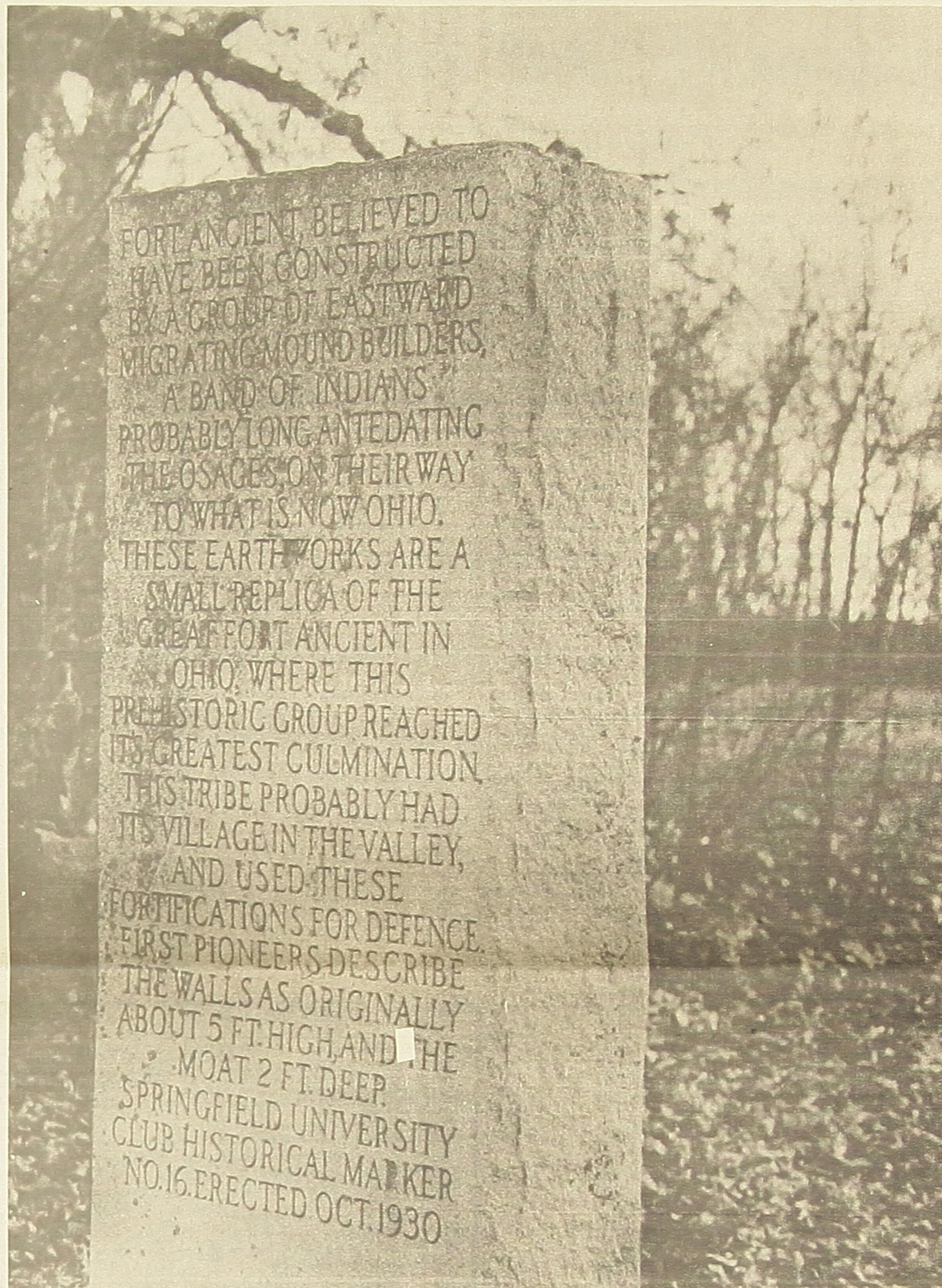
ACCORDING TO INGENTHORN, the Osage Indians relinquished their claim to most of the Ozark Plateau to the federal government in 1808.

Many bands moved westward, while many lingered on in the area for many years.

"Americans destroy so much of their past," Stearnes said.

"IN OTHER COUNTRIES, homes and landmarks last hundreds of years."

About 45 miles east of Joplin (4 miles



south of Mt. Vernon) in Lawrence County are some prehistoric ruins that, according to a 1930 issue of the Mt. Vernon Chief, are some of the most interesting earthworks in the United States.

A monument was placed on the wall of the ancient ruin commonly known as *The Old Spanish Fort* on Sunday, Oct. 12, 1930.

STUDIES CONDUCTED by various archeologists of that time discovered that the fort had not been built by the Spaniards but by a group of Mound Builders believed to have existed many years before the Osages came to the area.

THE OLD SPANISH FORT schoolhouse and cemetery are located beside the marker. Many tombstones date back to the early 1800s. Many In-

dians adorn the hillside overlooking Springfield River.

The six-foot granite marker reads:

"Fort Ancient, believed to have been constructed by a group of eastward

migrating Mound Builders—a band of Indians long antedating the Osages, on

their way to what is now Ohio. These earthworks are a small replica of the great

Fort Ancient in Ohio, where this prehistoric group reached its greatest

culmination. This tribe probably had its villages in the valley and used these fortifications for defense. First pioneers

describe the walls as originally about five feet high and the moat two feet deep.

Indians inhabited this Ozark region for thousands of years. A few Indian legends still haunt the Ozark hills. The red man left many of the names of towns and cities such as Sarcoxie, Neosho, and Seneca.

The conclusion of Ingenthron's book states, "Each generation of these prehistoric people lived their lives and passed away as all human beings are destined to do. They left no headstones or edifices to mar the scenic landscapes, no smog to render the air impure, no waste to pollute the clear flowing stream of the hinterland. No eroded hillsides mark their presence."

Call it 'Zip Plus 4' and it will get mail through faster, postmaster says

By Kris Cole

Designed to hold down future rate increases in postal prices, the postal service has developed a new program called "Zip + 4" which will add four more numbers to current zip codes.

The postal service said the Zip + 4 will be more efficient and consistent through automated processing and greater accuracy in deliveries. Robert A. Higgins, Joplin postmaster, said, "We are already mechanized; now we can become automated."

Higgins said the system would help "stabilize rates" and hold postal costs down. "It will replace people, reduce errors, and improve transportation" by not being handled as much. Mail will go straight from the office to the carrier.

ADDING FOUR more digits allows more efficient sorting methods. Mail will be automatically sorted into a fine breakdown of areas.

A hyphen will separate the add-on numbers from the original zip code. The first two numbers stand for a "sector,"

the last two for a "segment." A sector represents several blocks or a building. A segment represents one side of a block or a floor of a building. Volume mailers, like large firms and apartment houses, which receive 10 or more pieces of mail a day could have individual add-on numbers.

Each zone has a potential for 9,999 add-on numbers. Numbers of zip code listings nationwide will increase from the current 1.2 million to 19.8 million. Pages in the national zip code directory will increase from 1,900 to 30,000. Other means of directory assistance are being developed. One idea is a local telephone number providing quick information from computers. Computer tapes will also be used to increase accuracy of the present operator-machine system.

ADOPTION of Zip + 4 will be completely voluntary but the postal service plans to offer incentives especially to high volume mailers. These incentives will probably be financial benefits. If the program is not adopted the service says it will lock them into spiraling costs which mean higher postal rates.

Firms will face conversion costs in overhauling their data processing systems containing zip code information. How much this will cost each firm is not known, but the postal service says this "one-time" cost will be paid back through more stable postage costs over time.

New equipment is being developed that will read zip codes and add a bar code on the lower right hand corner of envelopes. Investment costs of new equipment, readers, and sorters will be made in two phases, the first of which covers production and installation at 114 sites, costing \$316 million. "Optical Character Readers" and "Bar Code Readers" will be used to increase accuracy of the present operator-machine system.

THE PROGRAM was tested by the Mailers Technical Advisory Committee in Wilmington, Del.; two zones in Dallas; and at Grand Central Station in New York. Also five cities have been tested: Lincoln, Neb.; Hartford, Conn.; Harrisburg, Pa.; Baton Rouge, La.; and San Jose, Calif.

Studies conducted at 40 mail processing facilities showed savings to the postal service will increase until 1987 and accuracy in the Management Operating Data System will be improved.

Higgins said the volume of letters requires a system of efficiency. "60.7 million pieces of mail were processed last year. We are growing in Joplin to the effect that we need more than one zip code."

FIRMS RECEIVING 200 pieces of mail daily will receive one four-digit add-on code for every 200 pieces of mail. Small businesses receiving as few as 10 pieces daily will receive their own code. Residences receiving 10 or fewer pieces of daily mail will share a +4 number with the "segment" in which they are located.

City and state listing on a letter will still be required. Sometimes manual sorting is necessary for reasons such as the size of the letter that cannot be machine-sorted or use of the wrong zip code. Listing the city and state would be helpful in these situations.

"Nine-digit sounds bad," said Higgins.

"Zip + 4 sounds better. It has a positive tone to it. When someone tell you you'll have to remember nine numbers that shocks them. Zip + 4 sounds better, like a sports car with 4 + 4."

HIGGINS SAID the new zip system was analogous to the telephone company. Operators were eliminated by adding prefix numbers. Area codes stand for the geographic area. The middle three numbers hook up the town, and the last four connect with the person. That is 10 numbers. "We are doing the same type of thing with one number less," said Higgins.

People have expressed "resentment about the use of numbers in our society," he said. "They say, 'Oh, my life is nothing but numbers.' Well, it is. Our life is filled with them from the military to social security. We are number-oriented whether we like it or not."

Higgins said the system sounds complicated. "People do not like change. We all have capabilities of working the bugs out, but we have to start it first. The public will be more receptive when they see the incentives."

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2. Methods used by instructor
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Comment:

5. Followed course objectives
Comment:

6. Concern and respect for students
Comment:

7. Instructor's attitude toward course
Comment:

8. Increase in knowledge
Comment:

9. Overall effectiveness of instructor
Comment:

10. Please use the back of this page for additional comments.

0768PSY 120FRESHMAN ORIENT		999 10:00M W T 113				
Line	Course Number	Course Title	Instructor	Time	Days	Room
INSTRUCTION & COURSE EVALUATION						
The purpose of this questionnaire is to assist your instructor in evaluating his/her teaching ability and to assist the College in assessing its performance of your instructor. Please evaluate how teaching you have had this semester in the same careful, thoughtful manner which you expect the teacher to use in evaluating your work. PLEASE ANSWER ALL QUESTIONS (Circle a Single Response for Each Question). How would you rate: 1. The instructor's mastery of the course content? Low High 2. The methods used by the instructor in the presentation of the course material? 1 2 3 4 5 3. The fairness of the instructor's method of evaluation and grade determination? 1 2 3 4 5 4. The instructor's use of allotted class time? 1 2 3 4 5 5. How well the instructor followed the course objectives as stated by the instructor and course syllabus? 1 2 3 4 5 6. The instructor's concern and respect for students? 1 2 3 4 5 7. The instructor's attitude toward the course? 1 2 3 4 5 8. Is opportunity to increase your knowledge from the material presented in this class? 1 2 3 4 5 9. The overall effectiveness of the instructor? 1 2 3 4 5						

During April's meeting of the Board of Regents Dr. Donald Darnton, president of the college, will present a new faculty evaluation plan to the regents. If approved the plan will go on a one year trial basis. The old evaluation system, which was abolished by the Regents in January was barely a year old.

Opposition to the old evaluation system became evident during the fall semester. The main concern of faculty at that time was the use of student evaluations.

Rochelle Boehning, president of the MSSC-NEA, said in an interview last October, "The main thing is that student evaluations should not directly effect merit pay as it does now."

Faculty members also felt that the use of student evaluations to determine salary lowered academic standards at Missouri Southern. Other concerns, such as the ability of faculty members to "buy" points, entered into the debate.

Yet in October, Darnton defended the system by saying, "The system provides flexibility; the uniformity is in the commonality of the instrument. It is a way of balancing a risk that the faculty member has to take."

"If a faculty member focuses on professional activities instead of college activities, he won't have time maybe for committees. So it's a way of balancing the evaluation."

In January Darnton presented to the Board of Regents a six point plan, one point of which was the discontinuance of the old evaluation system. Another was for the development of a new procedure.

But at that same meeting Boehning was not allowed to speak to the regents although he had filed a request.

"The new system is not even to the point to be discussed," said Darnton this week.

Yet there are, at this point, differences in the two. "In the old system a total number was used. In the new there will be a written narrative.

The common denominator of the two systems is the three topics addressed: classroom performance, scholarly and creative works, and college service.

Also included in the new system, each department will have the opportunity to construct its own student evaluation.

In the new system a faculty member's supervisor will be responsible for the writing of the narrative. Darnton said this would put a larger burden on department heads.

"Sure it will; but one of the key things of a supervisor is the evaluation. It is something we don't have to apologize for."

Since the new system will be on a one year trial basis, pay increases, if money is available, will be across-the-board increases. But said Darnton, this does not include

adjustments for promotion.

In the Missouri Senate Southern received a three percent increase over last year's appropriation, about \$200,000.

As for salaries, Darnton said, "Yes, I think we're going to be able to do a little something."

Darnton also acquired outside consultants to conduct a management audit. However, he said that he didn't expect to see the results of that audit until later this month.

Although this current problem was due to the evaluation system, Darnton said there were other contributing factors.

"I think there were a lot of pent up frustrations, concerns, and emotions that probably needed to be released—the evaluation is what triggered it."

In the past months, Darnton has been holding dinner meetings with faculty to discuss their concerns. Darnton said the sessions have not repeated themselves.

"I haven't been through and synthesized them together. But one has not repeated the other."

Darnton said he planned to continue similar meetings with the faculty. "I plan on maintaining some kind of event of regular contact with the faculty although I haven't decided what form it will take."

With the old evaluation system dissolved, Boehning feels the NEA has made gains. During the last regents

Continued on page 10

Faculty survey shows no consensus

Attempting to survey faculty sentiment on the current evaluation "crisis" on campus showed only that there was no general agreement.

Survey forms were sent to 198 persons listed in the college catalog as having faculty rank. These included, therefore, full-time faculty members, librarians, personnel in Academic Services, in the Dean of Student Affairs area, department heads, and central administrators.

Of those sent out, 84 were returned. Since they were not signed and were returned in envelopes with no way of identifying the senders in most cases, it was not possible to determine a breakdown as to faculty or administrators or support personnel. Such was not intended. It was simply desired to allow all faculty personnel to air their feelings if they so desired.

Returns were accepted by the editor of The Chart and were not opened until Tuesday night. At that time, comments only were tabulated and recorded. On the following morning, a tabulation was made of responses.

The survey was not an attempt to make a scientific poll. Questions were written by staff members. There was a mistake in typing YES and NO responses to some questions that could not be answered that way. Some questions were ambiguous; some were improperly worded, perhaps. But the attempt, again, was to sample opinion in a survey constructed entirely by students without assistance or advice from any faculty member.

The results of that survey are printed below and on the following page. It would be difficult for anyone to say that the results are conclusive.

Not all persons returning surveys answered all questions; therefore, vote totals will not always equal 84.

It can be said that a slight majority of those who voted are not in favor of collective bargaining. The margin was 40-35.

It can be said that most believe seniors are able to evaluate a faculty member's teaching skills, and that most believe a freshman cannot.

It can also be said that an almost overwhelming number believe that the Regents' action in permitting faculty members to speak as individuals at board's meetings is a

positive step, and that almost the same number believe that Rochelle Boehning should be allowed to speak to the regents as president of the NEA.

Much more cannot be said.

There were many comments, and most—but not all—are reprinted. Some that were not printed made personal attacks, not upon administrators as might be presumed, but upon faculty members. These statements suggested that certain faculty members were being unduly rewarded by the old evaluation system.

In tabulating the survey and in recording the votes on specific questions, there was no constant pattern. If a person voted NO on questions concerning the ability of freshmen and seniors to evaluate teaching performance, then the person in almost every case voted YES in favor collective bargaining. But such consistency was limited to only about 9 ballots.

Comments cover the range. One suggests that the greatest problem facing the college after solution of the evaluation problem is that the NEA might start interfering in domestic squabbles.

The NEA, the administration, and the Regents can all read the advice given to each and get completely conflicting suggestions on what to do. There simply is no clear pattern and no clear mandate one way or the other.

The Chart came in for its share of lumps in one or two comments on the surveys and in additional comments made verbally or on other notes. Some seem to suggest that students should stay out of the conflict and that would include The Chart. Others suggest students are not interested, and indeed, a related student survey shows a great deal of lack of information on the subject.

What the faculty survey may show in the final analysis is that there are 198 individual opinions on the matter and 198 individual methods of approaching a solution. But it would be difficult even to make that statement based upon returns.

In the final analysis, there is no analysis. The faculty who wished to have expressed their views and the reader may decide for himself/herself whether there is, indeed, a "crisis" of substance.

1. Of the following three groups what suggestions might be made, in your opinion, to their presidents for a quick resolution of the current evaluation situation?

The MSSC-NEA:

Keep on trying to communicate with the regents.

They have been very reasonable up to the present. Take more drastic measures. People think they are not serious.

Continue to seek rapport with the administration.

Become more compromising.

Go away and leave the rest of us alone—to do the job we are here to do.

Set campus wide goals.

Get out of MSSC.

Don't bring other subjects into discussion and then the evaluation.

Keep the issues to the front; otherwise board and administration will forget and assume all problems are resolved.

Cool it. You are way out of line. Your tactics are obvious and classic—externally designed.

In the words of former Secretary of State Dean Rusk, "Cool it."

Please stop tearing down and start building.

(A) If possible find a stable and articulate definition of the "central issue". (B) Disregard advice and urgings from national spokespersons from NEA, and rationally analyze and then advance the MSSC-NEA's resolution of the conflict. (C) Shut up and listen! (for a change) Withdraw evaluation of the situation and its tangents until full comprehension of the "opposition's" point of view is complete.

Work with the college president.

Keep the focus on the problem—the central administration.

Keep working.

Stick to issues, not personalities.

Press strongly for present goals.

Continue to seek direct communication with Regents by elected faculty members—as a part of their regular program.

Meet and confer with Board of Regents.

The NEA use of innuendo and character assassination by unsigned and widely distributed letters is unprofessional and has no place on a college campus. It has hurt NEA's image badly!

Don't intimidate non-members. Be open.

I guess there is no quick solution. MSSC-NEA can't talk to themselves and solve a thing. The Board must hear the problems. The January Faculty Senate meeting will not suffice.

Back off and grow up.

Have faculty input into developing as new system! Could include active NEA members!

To work within the structure established.

Represent the NEA members more professionally.

Since I've never been sure why they are here, I can't respond intelligently to this group.

Act professionally, rather than to be dictated to by labor.

Continue to fight for a change.

Strike.

Keep active and assertive.

Do not polarize the academic community—board, administration, and faculty. Remember the effort is to benefit the whole college.

I think the problem of evaluation has been resolved for this year.

Stop trying to stir things up.

The president of NEA should continue seeking meetings with the Board Regents.

The Missouri Southern Board of Regents:

To be more willing to talk with the faculty.

Listen to NEA.

Do away with any evaluations forever. Faculty are asking to talk to the Board and should be heard.

Be more concerned with faculty/student problems rather than institutional problems.

Communicate with the faculty.

Allow individuals to speak at board meetings—as currently arranged.

Meet with representative of the faculty (not with NEA) and LISTEN. These two [referring to the regents and central administration] are directly responsible for the emergence of the NEA union. Unions always arise because of poor management.

Develop a philosophy and stick with it—continue to consider entire faculty as individuals.

Take action on problems that exist. Allow the faculty a greater and more direct role in determining the direction of the college.

Be patient but don't be stampeded. There is no "evaluation crisis"—that is a pretext for the NEA's power play. The crisis is an NEA creation.

Try to allow faculty a voice—don't consider it a threat.

Stand firm.

Clear avenues of accessibility to the board (which has essentially

been done). Do nothing to foster the aura of untouchability and estrangement of the Board.

Work with the faculty, and the president.

The Board should meet with NEA and/or elected representatives of the faculty.

Take decisive action on the central administration and come into the 20th century in terms of Mgmt. Philosophy.

Action rather than sitting.

Meet with NEA representatives, open lines of communication; listen not hear.

Do not react to attacks on personalities or make quick decisions. Let college administration do their job and back them up.

For all six to have equal input.

Must accept the fact that the present merit system of evaluation of faculty is fundamentally faulty and must be replaced.

Place the President of Faculty Senate on regular meeting agenda to follow up report from VP for financial affairs.

Confer and meet with NEA.

Faculty input through established channels should be encouraged.

Be open.

Listen/talk with the MSSC-NEA. It is not a union. The board is probably cheering Solidarity in Poland but refuses to hear MSSC-NEA. The board could solve this crisis (and it is) by listening instead of stonewalling. The board has yet to understand the depth and enormity of the problem. The problem will not just go away. If not resolved, it will become worse than at present.

They should become more open minded, but knowledgeable about their president (MSSC), learn to listen and then make judgements. They are, for the most part, closed minded.

Listen to each item, consider them, and give optional selections if possible.

Recognize the MSSC-NEA chapter at their meetings.

Get involved and make decisive management decisions—have respect for all.

Liberalize just a bit.

Try to be more "in touch" with the faculty. Take a good HARD look at the performance of the central administration.

Accept the fact that professional people do not have merit pay for incentive.

Recognize the seriousness of the problem and that it will not go away until there is appropriate relief.

Quit thinking of the faculty as factory workers.

Recognize faculty needs and respond positively. I feel that efforts are being made.

Be more receptive and helpful in promoting opportunities for communication. Allow the selected representatives the chance to speak.

The Missouri Southern Central Administration (president, vice-president of academic affairs, and vice-president of business affairs.)

Be more responsive to faculty concerns.

Listen to NEA.

Come out of ivory tower and direct attention to needs of faculty and students instead of vice versa.

More communication with faculty.

President—continue as is—keep the faith. Dr. Belk—become more visible—explain your role to faculty—what are your functions? Dr. Shipman—keep working at turning around the "bad guy" in age—get out and communicate.

For once, get out of your offices and go out and find out what really goes on on this campus. If you can't do that, resign!

Deal with people—not organizations.

Quit creating more empty jobs at the expense of the faculty.

Behave as though the faculty has intelligence.

Too many administrators i.e., assistant to the president and associate vice-president.

Be supportive of faculty but especially of loyal and constructive faculty.

Let the faculty feel you value their opinions and ideas. Use them if you can.

Have courage, this too shall pass away.

Make positive decisions and stand by those decisions.

Show clearly that your hopes and aspirations for MSSC are and should be one and the same with the faculty goals for MSSC. (Logically pulling in opposite directions cannot provide accomplishment of those goals.)

Work with the faculty, respect their opinions.

The administration should meet with and listen to the faculty.

(1) To administrate: to help and serve (2) to manage. More of the first definition. Communication lines very faulty.

Do not be stampeded into hasty decisions or over-influenced by attacks on personalities. Separate facts from exaggerations and innuendos.

President must be informed of faculty concerns (The NEA has brought this to his attention.) Academic vice president needs more knowledge of Division deans and their functions.

Identify with faculty, show leadership, avoid blue ribbon commit-

tees. Avoid terms like "cabinet", quit using the Peter Principle. Abolish all "machinery". Return to "Rule of Thumb" and seniority.

Responsibility should be decentralized as the college grows. No administrator can continue to function as well as the job increases.

Be open.

The president controls the central administration; at times it seems he is more interested in buildings than improving faculty morale and improving instruction. He cannot replace last year's old worn out evaluation system with another of the same example; the same parties are working on the "new" evaluation system that produced the "old" evaluation system. No quick fix. He needs to build up trust and confidence—but is failing. He can do much better for all concerned.

Be firm, consistent—and look carefully at lower echelon administration.

Listen to NEA (indirectly, if necessary).

Listen, perceive the problems. Actively strive for solutions, and make this the class institution Dr. Darnton told us we would have under his reign.

Bring back the humanity element and give recognition to those who deserve it through their accomplishments at MSSC.

Stay out of it and let the faculty and regents hash things out.

Dismiss the concept of "merit" salary increases and use student evaluations for instructional improvement only.

Make salaries as fair as possible by rank, experience and qualifications, making these clear cut and consistent; then use student evaluations for improvement of instruction.

Recognize N.E.A. and open communication with faculty.

Do not think it is an effort to unionize. It is of serious concern to all faculty.

Be more open minded! These three (two in particular) are still stuck in the way things used to be 5, 10, 15 years ago.

Dr. Darnton has characterized his role as that of a "bridge". I would like to see this—Dr. Darnton working to bring the board and faculty together.

2. In your opinion, did the vote of no-confidence have any positive result?

YES: 41

NO: 33

ADDITIONAL COMMENTS:

Much ill feeling was caused by improper distribution of ballots. Some part-time faculty got them—this member (full-time) never got one. The distribution of ballots appeared loaded towards the results desired by those submitting the ballots.

Definitely Negative—Double trouble.

It demonstrates campus wide unhappiness.

It was rigged to produce a no, anyway.

Some NEA activists are well-intentioned; but, there was no vote of confidence in them.

Not Yet.

I think that it has a shock value in that faculty

If they want it, but with other representation for the professionals.

Definitely.

He should be the representative for MSSC-NEA only and it should be made very clear that he is not the spokesman for the entire faculty.

Do you believe that the student body of Missouri Southern is devoting enough attention to the situation?

YES: 38

NO: 33

ADDITIONAL COMMENTS:

They do not know or understand the problem. I resent the fact that the situation has required any attention from students.

Too much, indeed.

At this point I would prefer that they didn't have to be involved.

Too much.

Thank God No!

They are aware. But I'm not sure I would say interested.

The Chart.

6. Do you believe the community is taking interest in the present situation?

YES: 35

NO: 41

ADDITIONAL COMMENTS:

Thank God No!

They're amazed at the spectacle.

They could care less—their attitude is one of I don't know what's happening.

7. If you have received feedback from the community on the evaluation situation, what has it been? POSITIVE or NEGATIVE (circle one and comment, if you wish)

POSITIVE: 14

NEGATIVE: 33

ADDITIONAL COMMENTS:

Some reconsidering financial pledges to the college. There may be some loss of gifts to the foundation.

They think the present administration should be capable of handling the present situation.

Typical slanted question. My feed back is "community amazement that there is any support for this situation.

My associates appear to think it [evaluation] is not that important when connected with merit pay.

The community's faith in their college as a stable enduring institution has been shaken.

People want to know who is running the college.

They feel the administration and regents should back each other, they run the college, not the faculty.

Both—positive in the sense of concern for students and faculty. Negative in the sense of possible image problem.

They can't believe the system is so stupid.

The community is not aware of what is happening since the Globe does not print "negative" items that directly pertain to the Board of Regents.

The people I have talked to take the side of the NEA. They think student evaluation of faculty is absurd.

That collective bargaining is wrong—that the faculty are behaving like children.

It takes courage to take a stand and feedback from open minded citizens generally respect the faculty's stance. The administration's lack of decision making is deplored.

It sounds like petty bickering.

Supports faculty NEA position.

Most don't understand it.

Community thinks there should be student evaluation.

Instructors should teach!

The members of the community who have talked with me cannot believe the administration allows/forces the student to so directly determine salary increases.

Do not understand issues.

Support faculty.

To end this foolishness and return to the job at hand.

8. How should student evaluations of instructors be used?

COMMENTS:

For teaching improvement.

Very Carefully.

Only indirectly for merit (merit only if raises are above cost of living).

As a part of the total evaluation process.

Only for improving instruction which previously has not been done.

For determining who is doing a good job.

For a faculty member's own personal use.

Instruction only—no administrative use.

Self-improvement and immediate supervisor's concerns.

As input to faculty and department heads. This ultimately would play a role in personnel decisions.

For the benefit of the individual primarily, then for retention etcetera.

Primarily as a tool for the improvement of the individual's teaching skills. Also, should be an indicator of the student impressions of the teacher's teaching ability. In my opinion are valid judges of teachers abilities and to take away that privilege I see as a direct infringement of student rights.

9. Do you feel freshman are able to evaluate your teaching skill?

YES: 28

NO: 41

ADDITIONAL COMMENTS:

No! Not skills, but feelings.

Not "evaluate" but offer useful feedback.

12 years of previous schooling—yes.

Not really yes or no questions.

Would like to have suggestion and comments on the classes I teach for any purpose of improvement and for new ideas to incorporate. They may have very valid points on context, text materials, organization, etc.

Considering that 40-50 percent of them don't complete even a semester of college?

10. Do you feel seniors are able to evaluate your teaching skills?

YES: 41

NO: 24

ADDITIONAL COMMENTS:

Within their major fields. Even then senior evaluations need to be examined as to what the students are regarding.

A lot better than freshmen—but the evaluation should be for faculty improvement.

11. Aside from student evaluations, what is the most pressing problem that the faculty at MSSC must face?

COMMENTS:

Making MSSC a respectable institution of higher education. We don't need another diploma mill.

Togetherness—unity—a united attitude to provide the best instruction possible for our students!

Administrative competency—the dissatisfaction over student evaluations is only a symptom—not the problem.

Salaries.

Trust in expertise of people in their areas, promotions, tenure, programs, and regard by administration.

Money. I have an advanced degree and 15 years of teaching experience and graduates (B.S.) in my field make more money within two years of entering the job market than I do even if I get to teach a full load in the summer and a night class both regular semesters.

Student Improvement.

Budget trimming.

Teaching students without harassment from administration.

Responsiveness from deans and VP's.

Administrative Evaluation.

Failure to establish wage scale.

Faculty who feel obligated to make their personal grievances the concern of the entire campus.

Student view that education is a meaningless hurdle.

The deans and department heads.

Greater communication between faculty, administration, and board of Regents.

Getting on with teaching, not trying to run the college.

Paternalistic chauvinism. How many female professors do we have?

The prospect of NEA intervention in our family spats.

Dealing with those who destroy morale.

Too much bureaucracy, not enough decisiveness.

Inert administrators—beginning with the deans.

To keep their teaching information current and make their teaching relevant to today's student.

The lack of true commitment on the part of the Board, Central administration and many faculty to high academic standards.

The poor attitude that we have about MSSC. Too many have still not made the transition from a Junior College to a full four years.

12. Are you in favor of collective bargaining in Missouri for college faculty?

YES: 35

NO: 40

ADDITIONAL COMMENTS:

Incompetent management could result in a super strong movement in the direction of collective bargaining.

If situations such as this one here at MSSC persist.

I might, some day, choose to participate in collective bargaining—however I would never vote to be represented by NEA. I resent their heavy handed tactics. I prefer to be represented by the Faculty Senate.

It depends on how it is done. If we got the same deal as PSU, we are better off now.

If the central administration and regents are competent and receptive to the needs of the faculty—no. But reluctantly yes if they continue to stonewall the efforts of the faculty to be heard.

OTHER COMMENTS:

I wish to respond to an editorial position the Chart editor has taken. The students are not the employers; in fact, students fees pay a very small portion of the total expense at the college. Student evaluations should be used—I voluntarily used them for years, but they must be used intelligently. Intelligent use of them is not administering them at mid term and then never questioning the "numbers." You are entitled to your opinion—you also have the responsibility to accept and bear the deserved strokes when your opinion is ill conceived and plain wrong.

Someone besides Rochelle Boehning should be interviewed on T.V. There are faculty who don't agree with the statements he makes. There is room for compromise.

NEA was founded to promote cause of education in America

By Kris Cole

The National Education Association organized in 1857 in Philadelphia, Pa., as the National Teachers Association with the stated founding purpose "to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States."

Society at that time was receptive to such an organization. States were adopting permanent educational systems for the first time in history. Prestige was increasing for teachers as people of intellectual and social knowledge. They were gaining recognition as a group and a profession.

The organizing convention held Aug. 26, 1857 in Philadelphia, marked the first time teachers had assembled as a "distinct professional body." Teachers were developing a feeling of responsibility to form a national organization allowing increasing demands of the vocation to be met.

THE IDEA of a national organization developed from observation of the good that state organizations had been generating.

Teachers wanted to enjoy benefits that

other national associations enjoyed, especially "opportunities of communication for mutual aid and counsel." In fulfilling the requisite annual professional gathering was desired where teachers from every state could be represented. These conventions would allow a sharing of improvements and ideas from teachers in different parts of the country; solutions from one area could be applied to a problem area, leading to greater improvements for the country.

The national organization was anticipated to give rise to "... an appropriate organ of communication between its members themselves and the community in general." Teachers being the continually learning students of their chosen fields were also hoping for channels of new information.

TEACHERS EXPECTED "great national benefits" arising from this unification of organizations. "... Wider and juster views of education and corresponding methods of instruction" was cited as an important benefit at the organizing convention in 1857. New theories and scientific discoveries were developing that had never been taught before. Renovations were desired to meet

recognized "failures and deficiencies" in proper educational training.

Another benefit of a national organization was "professional benefits for its members." Leaders voiced the fact that teachers were not assembling to boast about the profession but to strive for increased communication leading to better abled instructors.

In 1870 the NTA joined the National Association of School Superintendents and the American Normal School Association forming the National Education Association, which was incorporated in 1886 in the District of Columbia as the NEA.

AN ACT OF CONGRESS chartered the organization in 1906 and it was officially adopted in 1907 at the association's annual meeting.

Permanent headquarters became Washington D.C., established there in 1920. During the same year the group had become so large a more efficient means of business transaction was needed. Reorganization created a representative type structure, drawing delegates from NEA-affiliated state and local educational organizations.

This new structure allowed NEA to organize professional teacher associa-

tions at the state and local levels. A new goal of a more unified profession where teachers participated in all three levels of education: local, state, and national, stirred more expansion.

DURING THE 1920s and 1930s, some special departments were created, designed to concentrate on unique areas like art, audiovisual instruction, music, and sciences. Each department controls its own funds, elects its own officers and carries out programs in its specific area.

Dual school systems for black and white students had developed in the South, creating an independent national organization of Negro educators, the American Teachers Association. It existed until 1966 when it merged with the NEA.

Throughout the years the NEA has expanded and become more democratic allowing teachers from all levels, including classroom teachers, to have prominent leadership roles in national affairs.

AT MISSOURI SOUTHERN, the Teaching Faculty Association was the organization set up to help teachers before NEA was established. TFA was set up at faculty request through the per-

sonnel committee. "There is no power in an organization of this type. The administration paid no attention to us," said Rochelle Boehning, president of the MSSC-NEA.

Missouri Southern faculty members chose among four organizations before deciding to become affiliated with NEA. They looked for a group that could offer securities like financial backing and professional help on the national level if ever needed. They chose the largest, NEA, which was approved by majority of TFA members, especially those professors who were uncomfortable with unions. "We felt it was the middle of the road one," said Boehning.

"In Missouri, there are not many effective chapters on college campuses even though there are 12,000 members. College teachers feel independent enough to solve problems on their own until they need the power to get things done they cannot do on their own," said Boehning.

The NEA has a history as fruitful as that of the history of American education. It has allowed teachers to band together to follow national ideals and create advancements in education through the development of new programs and communication of vital theories throughout the country.

By Brent Hoskins

Collective Bargaining has recently become an effective means of reaching employment agreements in colleges and universities in the United States.

The formative years of collective bargaining were from the early 1930s to the mid-1960s. However, cases of collective bargaining can be found as far back as the 1970s. The process was originally developed by laws and practice in industry. For many years the collective bargaining methods were not considered to be used for disputes in higher education institutions.

Collective bargaining was developed to enable workers, mainly those in blue-collar positions, to negotiate with their

employers. The workers hoped to establish changes that dealt with the conditions of their jobs.

Student evaluations have roots back to the middle ages

By Kellee Dennis

Fiscal pressures on public and private colleges alike are forcing them to find ways of determining effectiveness and efficiency—which means evaluations. Evaluation of teachers is not a new exercise; however, current trends are giving birth to much controversy and concern. Specifically, what importance and emphasis should be placed on student evaluations of faculty members?

Student evaluations have roots leading to the middle ages; students set up committees to report on professors who failed to cover required segments of learning. According to Richard Miller, associate director of programs and planning for the Illinois Board of Education, the

defaulting professors were fined, a practice that was short lived. Student evaluations on a college level took a spurt during the 1920s and persists today in a number of institutions, including Missouri Southern.

Interest occurred in the 40s and 50s, due largely to concern about the effects of increased enrollment and rapid expansion of faculty, on the quality of classroom teaching. *How Students Rate Their Schools and Teachers* by Gordon A. Sabine, vice president for special projects, Michigan State University, credits a falling off period in the early 1960s to the wealth of higher education due to the large infusion of federal and state money.

As the country walked into the mid 60s, the cost of education ran. This ignited a cry for accountability. A few state legislatures responded by passing accountability laws that often mandated teacher evaluations.

Increased fiscal restraints, as well as student unrest further encouraged interest in evaluations.

THE 1970s set a stage for a change in outlook on the emphasis of evaluations. An intensive search for improved ways to evaluate teachers and standardize these ways began. Evaluation became geared more directly toward improvement of the teacher and the instructional process. Identifying incompetent teachers became a secondary objective.

Missouri Southern responded to the turnover. "Improvements were needed, so a committee on change was established in 1974. After much research, they decided that we should go to a student evaluation of faculty members," said Dr. Floyd Belk, vice president for academic affairs. The committee recommended the initiation of the SIR (Student Instructional Report) and the deans and department heads responded positively.

Dr. Belk added, "Numerous forms were reviewed. SIR was chosen primarily because it had established national norms. Therefore, its comparative value was a determinant."

MISSOURI SOUTHERN has had stu-

dent evaluations of teachers for 15 years in some departments. However, a standardized evaluation was not introduced until 1975. "It was up to the head of the department to decide whether or not evaluations were necessary, until we made it policy," said Dr. Belk.

SIR has become increasingly popular in the last few years along with other trends student evaluation of teachers. Missouri Southern has discontinued use of the SIR itself, substituting an in-house form.

Tightened budgets in every aspect of society is placing an increasing interest on cost effectiveness in the 1980s. Education is no exception. The issue of student evaluation methods will remain in the spotlight if past trends prevail.

Student Survey

It was not a scientific poll. It was not intended to be. It was intended only to solicit opinions from some randomly selected students on campus, and so no real conclusions can be drawn from the results, but a sampling of students from all four classes, and from among full-time and part-time students, reveals that 84 percent of those responding oppose abolishing faculty evaluations no matter what their purpose may be.

Students were asked nine questions and were allowed to make additional comments if they so desired. From a sampling of fewer than 100 students, these are the results.

1. Have you been staying informed about the conflict between faculty and administration dealing with student evaluations of faculty?

Of those responding only a slight majority (51 percent) replied they were, while 49 percent said they were not.

2. Do you think the conflict is having any effect on the educational quality at Missouri Southern?

Some 64 percent said No, and only 36 percent thought there was an effect.

3. Should student evaluations have any connection with base pay increase?

Respondents said No by 84 percent to 16 percent.

4. Should student evaluations of faculty have any connection with merit pay increases for faculty?

Again, 60 percent said No, and 40 percent said Yes.

5. Do you think that student evaluations would be ignored by faculty if they had no bearing on pay increases?

Some 68 percent said No, and 32 percent said Yes.

6. Do you think freshmen are able to evaluate the teaching skills of an instructor?

The majority (56 percent) said Yes, while 44 percent said No.

7. If there were no form of faculty evaluation by students would you feel intimidated speaking to a department head concerning a problem you had encountered with a faculty member?

The majority (again 56 percent) said No. The remainder (44 percent) said Yes.

8. Are you, as a student, bothered by filling out faculty evaluations?

Some 72 percent said No, and 28 percent said Yes.

9. Should student evaluations of faculty be abolished no matter what their purpose?

The vast majority (84 percent) said No, and 16 percent said Yes.

Few students wrote comments. Those who did followed a similar theme:

I wonder if they [evaluations] are ignored now. It is no secret that in every department there are instructors too incompetent or lazy to handle their job. I am a [deleted] major and I was shocked when I got here and met a few of the instructors. While there are some good instructors in the department, it is widespread agreement that [names deleted] do not belong in the educational field. I believe that [the department head] is aware of the shape of his department. Yet these [persons] remain despite the fact we have had student evaluations in the past. One of these instructors commented that he doesn't even read his evaluations. Keep up the good attitude!

The question on the evaluations don't pertain to the teaching ability in my opinion. At the present time the questions are stupid.

In response to the question about whether educational quality was suffering, one student answered Yes and wrote: *Instructors are somewhat bitter.*

Just by listening to some instructors talk, they feel students have no business evaluating them at all. I pay for my education and I feel that I should be able to express my opinion on what kind of education I am receiving.

Some teachers are more concerned with their involvement with NEA than with educational quality.

How can there be any decent education going on when there is conflict between administration and faculty. Students get wind of it and they lose their confidence in them.

They [evaluations] shouldn't be ignored. Faculty could use them to their advantage.

[Freshmen] know just as well as others how they are learning from a specific instructor. Besides a freshman might be 19 years old and they can surely judge for themselves. Depends on the person anyway, no matter what the age.

Student evaluations should be just what they are called. A Student Evaluation. It should be an evaluation of the teacher by the student concerning the teaching methods, conduct, and effect of the teacher. They should also have a committee to explore classroom procedures of teachers and the effect of the teacher on the students. Department Heads, administrators should be on this to determine whether the instructor can keep his job—if he is a good and effective teacher.

The instructors involved with the NEA seem to be concentrating more on their organization and conflict with the administration

than they are with teaching their classes properly and effectively as possible. This statement may seem unfair and unjustifiable but it's my opinion. Also, I am not at liberty to say all I know about the situation.

I do believe the evaluation system used during my attendance at Missouri Southern has been unfair. Mostly the students could care less when they are filling out the evaluation forms, and many do not realize the instructor's pay is based upon the total points acquired on the computer cards. Being ignorant of this matter, students hurriedly rush through the evaluative process or take the instructor over the coals.

Instructors are considered professionals and should be able to accept criticism involving their teaching. (However, in a few cases, an individual may not be able to do this and therefore should not be in the position he is in.) I do not want to be responsible for someone's take home pay, yet I feel I should be able to command an instructor for a course well taught and I should be able to criticize (constructively) teaching methods I don't agree with.

On the question of freshmen being able to evaluate instructors, my answer is no. For one, freshmen (and some sophomores) simply don't know what a good or bad teacher is. Secondly, all freshmen are in general education classes and the majority would rather not be in most of these classes. It would be very unfair to evaluate an instructor of a class that a student is not interested in but needs to fulfill a general education requirement.

Merit pay and Outstanding Teacher Awards are a farce. It's obvious that the department with the highest number of majors is an almost inevitable receiver of this "job well done" financial bonus.

There should be student evaluations of instructors at Missouri Southern. Instructors being the professionals they are should be able to realize, accept, and do something about the complaints they receive from student evaluations. If for some reason there is an insistence for evaluations to have affect on the salary of teachers, have qualified evaluators proctor evaluation procedures. This may come from within the college including an equal number of administration and faculty members.

All in all, a resolution between the NEA and the administration is desperately needed and long overdue. Also, I think it would be nice if the Student Senate could voice an opinion or have enough members to show at a meeting to strike up a conversation about the conflict occurring.

The instructors are under contract. Each individual knew what influences the evaluation had when they signed their contract. Yes, there is a need for a change in the evaluation procedure, but not at the expense of the education we students are paying for. Instructors should have as first priority teaching their classes effectively as possible and then, when it comes to renegotiating contracts, don't sign until you get what you want—or get out!

Campus leaders speak out on faculty evaluation 'crisis'

Student Action Committee

By Cal Churchwell
Chairperson
Student Action Committee

Dear Students:

Who benefits from evaluations? Students are supposed to improve their academic performance as one result of the teacher evaluations. How do we improve? Do we achieve higher scores on GREs and LSATs? Do our grades improve (presumably reflecting increased knowledge)? In short, does the quality of our education increase as a result of the teacher evaluation systems used on this campus? Student Action Committee (SAC) believes the evaluation system has little educational value.

The system lacks credibility. An instructor may receive excellent ratings from his/her upper division classes and poor ratings from general ed. classes; nothing is proven one way or the other.

Faculty promotions for this academic year are to be based partially on the evaluations that were used two or three

years ago. Yet, were not those the evaluations that were found to have been tampered with?

Apparently, no one can find a suitable alternative to the present evaluation system, and students are subjected to ongoing experimentation.

The real villain in this evaluation controversy is found in the apathetic attitude of the students. When the Student Senate held a forum to air views on the subject, the Senate failed to achieve a quorum. Local news media were present, and the subsequent embarrassment reflects on the entire college community. Few students attended the forum, and most left before the speakers were finished.

The evaluation controversy has been in ongoing situation since 1978. Morale within the college community is sliding. Some instructors devote school time to the issue. Students are quizzed weekly on the subject. Do situations like this reflect well on the college—particularly with North Central Accreditation Association representatives visiting our campus?

Too many questions remain unanswered. Communication breakdowns

lead to a general lack of concern on campus. The fact is, the evaluation issue is only one of many problems that students face, and should deal with. The evaluation issue serves to highlight administrative ineffectiveness in dealing with problems. We need wings to stay above it all.

Altering the low morale on campus requires students actively seeking a positive solution. Student input issues can generate increased communication in bringing about such a solution. Remember: this institution is here to serve the student, who is a paying customer.

Each one of us has a stake in this issue. The evaluation that is ultimately settled on will affect our educations. Ask yourself if the educational goals you have set for yourself are presently being satisfied by the evaluation system as it now exists. Yes or no, we urge you to write a letter to Student Senate, The Chart, Dr. Darnton—voicing your opinion. Who knows, you might even feel better.

CIRUNA

By Marie Ceselski
President
CIRUNA

The controversy over written evaluations of teaching faculty must be defined as being only secondary to the even larger problem of communication between students, faculty, and administrators at Missouri Southern. Fear and distrust are common among all three campus elements. Too often faculty evaluations are an excuse for poor communication. Integrity of the institution demands a stable, understandable procedure for ridging the college of incompetent and unprofessional faculty, whether they be teachers or administrators. Students have a right as taxpayers and as enrolled persons to receive satisfaction, a good education, but their current role is confused. They are placed into the position of not only being students but also supervisors of their educators.

The myriad of difficulties surrounding a means to evaluate teaching faculty is best served by example of two questions and answers. First, do students want to participate in a written evaluation to be used by administrators in directly determining pay and promotion? No. Second, do students want the opportunity to communicate with teaching faculty and administrators their likes and dislikes about classes and instructors? Yes.

The two are very different. The written evaluation may or may not be used as a tool for dismissal. Faculty can and do play the game. They know how to accumulate all the right scores. In essence, playing the ratings game makes a mockery of our academic life. An incompetent instructor may not be reflected by the written evaluations. When this fails, students must take the courageous step to wage formal complaints and they find the burden of proof to be a grueling and expensive task. It not only places the students opposite the teaching faculty in question but, also, places them against administrators who

have failed to perceive such incompetence and erradicate the situation long before it has reached this phase.

A good working relationship between students, faculty, and administrators does not exist and will not occur until proper checks and balances are implemented. Foremost, administrators must be in constant contact with students and faculty. There can be no ivory towers. Administrators must make periodic visits to the classroom to observe for themselves the activity. On other occasions, administrators must be in the classroom for open discussion with students. Students must be given the opportunity to be frank with instructors about problems and not fear repercussion. A written evaluation to be used only for classroom improvement, between students and teaching faculty, is essential. If both the presence of a working and interested supervisor and written evaluation for instructional use are applied, minor educational infractions would be expeditiously resolved. Too often, problems build up over the years, the teaching faculty in question becomes tenured, and when it finally comes down to students and formal complaints, the students are victims as well as the perceived perpetrators of existing tenured incompetency. Students have a responsibility to properly display their grievances about courses and instructors but the ultimate responsibility of supervision lies with administrators who must be involved, aware, and willing to take action.

Students fear evaluations as they have been used in the past. No one seems to know how the evaluations are used and what they really mean. Students fear repercussion when the stakes are as high as pay and promotion. Fear in speaking out is exemplified by the letter in which The Chart invited student leaders to comment on the situation. In that letter we were warned of libel. Few students know what libel is and the immediate response was one of fear and retaliation for saying what is on their minds.

Omicron Delta Epsilon

By Blaine White
President
Omicron Delta Epsilon

While I can see the basis for the complaints made by the faculty in regard to inadequate pay raises that fail to keep up with the cost of living, I am afraid that is going to have to be accepted due to the trend toward reduced government expenditures. I do, however, disagree with discarding the pay increases based upon merit. Hopefully the main goal of the administration and the faculty is to provide a good education to the students. I feel that to achieve this, there must be an incentive factor to make the special effort of those faculty members who do try harder worthwhile.

The faculty has other options as far as their total compensation is concerned. They can write articles, texts, or do consulting work to supplement their income. If certain faculty members put more emphasis on areas besides teaching then they have no basis for complaint when other faculty members whose emphasis is on improving their teaching methods

receive a larger pay increase. I feel that is a specific example of what I feel to be one of the major problems in our economy today, the failure of productivity increases to keep up with pay increases. If pay increases or at least a portion of the increase is tied to productivity, this would provide the needed incentive for workers to work harder to achieve the desired level of pay. In other words, I feel that pay increases must be earned.

Now we are faced with the problem of determining how to distribute the incentive pay increases. The student evaluations previously were a portion of this, but now, due to recent developments, have been dropped. I realize that what I am about to say will be unpopular with some of the faculty, but I think that dropping the evaluations from the incentive pay procedure was a mistake. While I realize that there will be some unreasonably high and low scores, I feel that on the whole, students are fair and do take the evaluations seriously. Since the students do see the teacher first hand, I feel that they should have some input

in the process of determining the overall evaluation. From the way I understand it, the faculty members were given the option to decide what percentage the student evaluations determined their total evaluation. Therefore, if they wanted the Dean's evaluation to weigh more, they had the option to have it done. While I don't feel the students' evaluations should be the only factor, I don't feel the Dean's evaluation should be the only factor either. All students, at one time or another, have been in a class when the dean came to observe, and I can honestly say that half the time there was a noted difference in the professor's behavior. This being the case, how can the Dean with this observation, honestly give a true evaluation of that faculty member? Therefore, I feel the previous system with the combined evaluations of the students and Deans or Division Heads coupled with the option of the faculty member to determine the weight of each was a fair method and could be used as a basis for merit increases.

We must all realize that the administration of this college is between a rock and a hard place as far as finances are concerned. This is a situation that persons in government are not always accustomed to. For years, as we all know, the flow of money from the government was not watched nearly as closely as it is now or probably will be in the future. The administration is going to have to face this reality, as well as the faculty and students, and readjust their priorities. This means that certain areas of the budget that don't contribute directly to the academic goals are going to have to be cut back or eliminated so the academic side of the college won't suffer. This is where I feel the faculty has a legitimate complaint. When certain areas, which I won't mention specifically but we all know what they are, receive large sums of money and spend it quite freely, and the other divisions have to limit course offerings due to the fact that there isn't enough money to hire the needed faculty, there is something wrong.

While there is definitely room for improvement in MSSC's budget, we must

realize that all of the problem doesn't lie here. We must look at the priorities of the state legislature also. When they limit or cut back the general operations budget of the school due to a lack of funds yet approve large expenditures for capital improvements, i.e. buildings, then their priorities need to be revised. While I must say that I like new buildings as well as anyone else, what good will they do if the state won't budget enough money to operate them? This being the case, I feel we should work with what we have and do a good job of it rather than have a lot and do a poor job running it.

In summary, there are problems at the college and the faculty does have a legitimate complaint, but dropping incentive pay increases in favor of uniform increases and disregarding student evaluations as a part of those increases is wrong. I feel the emphasis needs to be directed toward the administration to shift their priorities to the academic side, including more money for faculty pay increases because after all, I don't care how many beautiful buildings you have, without a decent faculty, they won't be worth much.

Student Senate President

Dear Mr. Swanson:

At the time of receipt of your invitation to write an essay concerning student evaluations it would not be possible to submit the questions to the Student Senate for their opinion. I received your letter in the mail on Friday, April 3 with instructions to return it by Monday, April 6. Surely this was unintentional by the Chart seeing that most student organizations do not meet on the weekend. I therefore submit the following essay expressing my own opinions.

The Student Senate is currently in the process of investigating the student evaluation procedure in a questionnaire sent to student organizations. Any comments or complaints that any student or organization has about student evaluations (or any other subject) should be brought to the attention of the Student Senate. In our capacity as liaison between the students and the administration we can accomplish more when students have the initiative to address their thoughts to us.

I personally feel that many areas concerning student evaluations have been solved. I am referring only to the student evaluation process and not to the actions of any particular group. Student evaluations based on merit pay have been abolished as has been the unpopular SIR form of evaluation. New ideas concerning what form and impact the evaluations will take are currently under consideration.

What we as students need to be concerned about is that the student evaluation process, in whatever form, be continued. I feel we are qualified and entitled to rate the quality of education we are receiving. Many of us are paying our own way through college and want the best instruction money will buy.

I contend that the faculty of Missouri Southern State College are highly qualified and competent, and the only way to find those FEW faculty members who are not competent is from those of us in the classroom.

In closing I must state that I have the utmost confidence in Dr. Darnton and his colleagues to solve this and other problems that arise concerning the college. Thank you for this opportunity to express my opinion.

Scott B. Rosenthal
President—MSSC Student Senate

Evaluations

from page 6

meeting he was recognized as an individual and spoke to the board.

Yet he feels there will be a time when he can speak as president of the NEA. "I personally feel there will be a time. I don't know when it will be. We're going through the process; we obviously aren't that far yet. The next two board meetings will tell us a lot."

Aside from the evaluation system Boehning feels the promotion policies need work. "The promotion policies need to be studied. For promotion you have to be in the upper 50 percent for two out of the last three years. And we're still using that old form of evaluation for that."

Throughout their effort the NEA has received help from the state NEA. "They don't tell you what to do...they make recommendations."

"So whenever we ask for something, they send someone down and we talk about it."

Presently, said Boehning, the MSSC-NEA has upwards of 70 members. Others have signed card authorizing NEA to represent them to the Board.

"The college is the central issue...Our main goal is whatever is best for the college."

Faculty Speak

Couch

Dr. Jimmy Couch, assistant professor of English and member of the Missouri Southern Chapter of the National Education Association believes that student evaluation of faculty should be used for the sole purpose of teacher improvement.

"Evaluations that are set up for the purpose of teaching improvement will generally have negative comments on them. This is needed if the instructor is going to discover his weak points. But you can't use this type of evaluation as a form of determining pay or tenure."

Continuing on this subject Couch said, "If you are going to use a student evaluation as a method of determining pay and tenure, which I don't think is possible, then you must determine whether the

students are evaluating the course or the instructor."

Couch also felt that The Chart's editorial stand was incorrect.

"The Chart takes the editorial stand that the students are the employers when they are only providing 20 percent of the funds for the college. That is 20 percent before you take into consideration the students on grants and loans."

Couch felt that the problem has been brewing over the past five to six years.

"It was a cumulative problem that led to going to the public with the problems. Faculty input was at a minimum. Evaluation systems were dropped on the faculty and they had no input into the make up of the evaluations. Often the faculty did not know what changes had been made in

the evaluation system until after it had been put into effect. Problems with the security of the evaluation systems and the changing of the numerical system of tabulation after the system had been placed into operation were some of the problems that have brought us to where we are today."

When asked if he thought that the Board's decision to recognize faculty members as individuals was a step in the right direction Couch said, "The potential for change is there. But considering the fact that he (Mr. Boehning) thought he was going to be recognized as a representative of the local chapter of the NEA was counterproductive."

Couch feels that cost of living raises should be the number one objective.

"I believe that the cost of living is greatly needed. After the cost of living raise has been met I think that the faculty should be a very integral part of determining who should receive the merit bonuses. I don't believe that I would want the administration setting up groups to make the selection. I think it would be much more meaningful to be selected for such a honor by a group of elected peers than a group selected by the administration."

When asked if he was optimistic about the proceedings that will take place at the April Board of Regents meeting Couch said, "I have grave reservations that the department heads and the deans can develop a workable system in 90 days."

Larimore

L. Keith Larimore, professor of business administration and member of the Missouri Southern Chapter of the National Education Association, feels that the problem has been brewing on campus for several years.

"The problem over the last 15 years has been the lack of respect for the faculty. Sometimes I feel as if Southern is being run in the same manner as a public high school is managed," said Larimore.

Larimore also believes that the communication between faculty and administrators is one of the major causes of the current conflict.

"Whenever you encounter problems of

this nature the channels of communication have been blocked. Things are beginning to look a bit more optimistic but a lot of things might occur following the April Board of Regents meeting."

During the planned Board of Regents meeting scheduled for April 24 Dr. Donald Darnton, president of the college, is scheduled to present the new faculty evaluation process for approval to be used on a trial basis for a year.

"Right now I believe that the faculty has been very tolerant. Everyone is just waiting to see what will happen at the Regents meeting. This could be the 'eye of the storm' and it may blow over depend-

ing on what is proposed and accepted at that meeting."

Larimore is concerned with how the student evaluations of faculty were used in the past as a means of determining pay and promotions. "This type of system should be avoided at all cost. The evaluation is being used as a substitute for managerial judgement. It is the administrator's job to tell the faculty member if he or she is doing a good job and why. It is not the administrator's job to tell the faculty member that they are doing a good or bad job based on a formula that is tabulated from student evaluations only."

Larimore continued, "If there are competent people in the administrative positions then there is no need for this type of system. These people should be able to sit down with their faculty staff and discuss problems that have surfaced and ways of solving these problems. If solutions can not be derived then it is the administrator's duty to relieve his department of that problem backed with more evidence than a formula from a student evaluation of the faculty."

Markman

Dr. Robert Markman, associate professor of history and member of the Missouri Southern Chapter of the National Education Association, feels that student evaluations of faculty should have two purposes.

"First of all the evaluation should tell the instructor how the students view the class and the instructor. Second, and this may sound the same but I don't think so, is that the students should tell the instructor if he or she has been communicating with them."

During the course of the interview Markman produced a copy of an evaluation that he gives to his students as an aid to his instruction. The evaluation consists of 43 questions.

"I don't think this is the answer to

evaluation systems but it is the answer for me. This evaluation gives me the feedback that I want from the students to help improve my instruction. I discussed my evaluations with [Dr. J. Merrell] Jenkins [psychology department] and he felt it was too long to hold the students' attention. I have found this to be true in some cases and in other cases some students take much time and care in filling out the evaluation."

CONCERNING the problems that are currently on campus Markman felt that the evaluation system that was used at the beginning of the year, lack of communication, and the way faculty salaries were determined were the main reasons for the protests by the faculty.

"To make a comparison it was like when you go into a classroom on a Monday and the teacher makes an outlandish assignment for Wednesday that would take seven weeks to complete. Right away you are uneasy and you are afraid to talk to the instructor to find out what is going on."

"There needs to be better communication between the faculty and the administration, and the faculty and the Board of Regents. I think that each group has to share the blame of why there is a problem with communication on this campus."

ON POSSIBLE WAYS of improving communications between the Board and the faculty Markman felt that the

Board's decision to recognize faculty members as individuals was a positive step but should be carried one step further.

"By only recognizing the faculty member as an individual it limits the validity of the person's viewpoints. The Board has to realize that some viewpoints are shared by more than one individual and recognize these problems and take action if action needs to be taken."

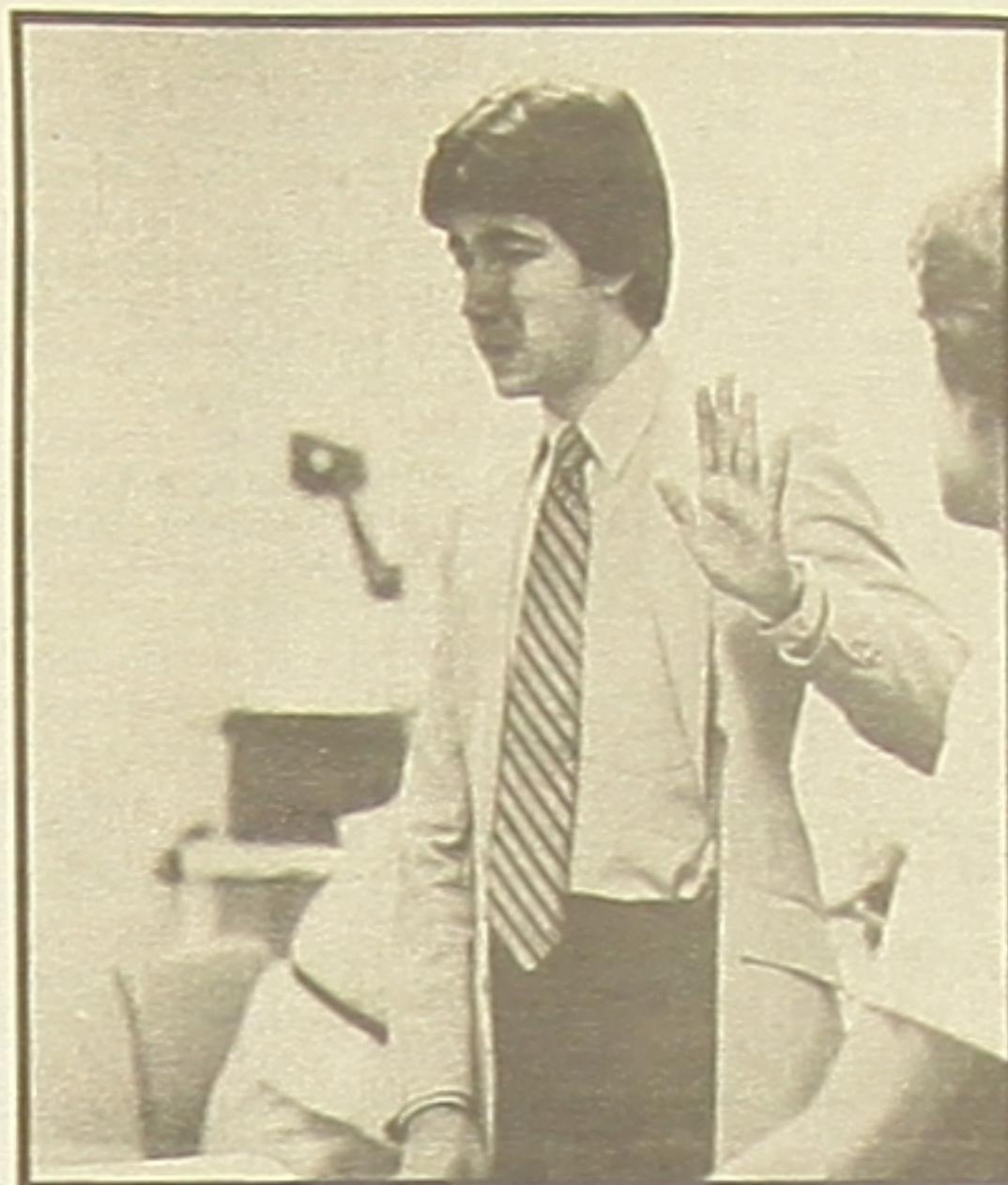
On matters of across the board increases and merit pay Markman said this, "I like the idea of across the board cost of living increases because I feel that most instructors do the relatively same job. But I do know that there are a few instructors on this campus who are tops and I think there should be some way of rewarding these individuals."

Happy Spring Break!

After what seems an interminably long semester, it's Spring Break at Missouri Southern. The Chart wishes everyone a good vacation, and a happy holiday season. When we return, it's just 3 weeks of classes!

Only one more edition of The Chart will be published this year. That edition will appear on April 30.

Mitch Savage relates answers to an opponent during a debate round (top). Dick Finton, debate coach, and Richard Massa, head of the department of communication, speak to a recruit. Julie Storm presents her case during the final round at the Junior Nationals.



Debate team wins third place in national tourney



Missouri Southern's debate team of Aria Beck and Tarri Bays placed third in the nation at the 32nd annual convention of Pi Kappa Delta in Gatlinburg, Tenn., last week. Competing were 103 colleges and universities from across the nation.

Both Beck and Bays are freshmen. They competed in traditional debate and finished with a 7-1 record. Debate coach Dick Finton said the two "make a good team and work well together."

Finishing ahead of Southern were teams from Westminster College in Fulton, Mo., and Pittsburg State University. Finton said the results of the national tournament point out "that schools in this region are the debate leaders of the country."

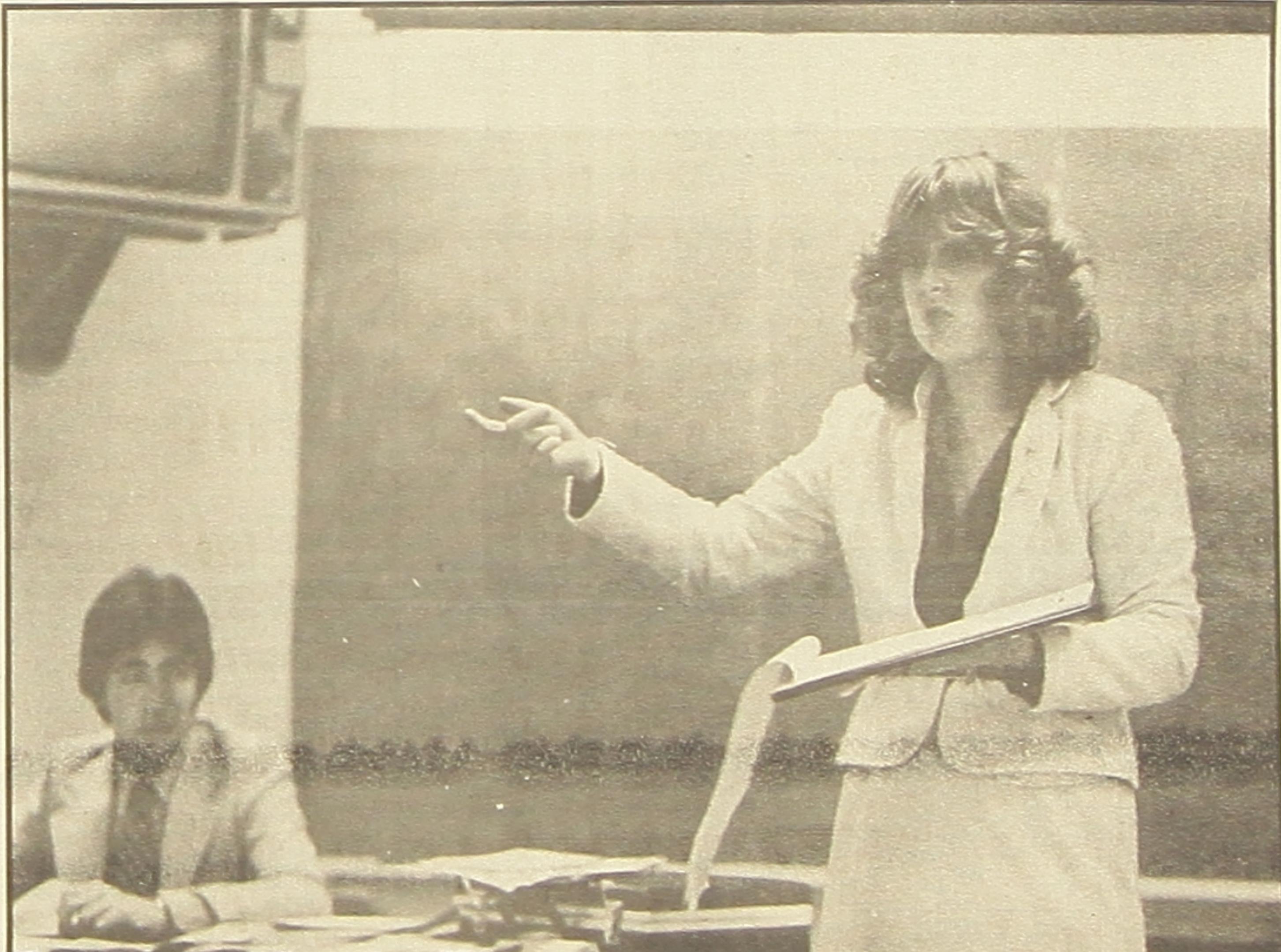
"The highlight of the trip was the announcement of the winners of the superior award" to Beck and Bays. "We felt joy for the other two schools, too," Finton said he and the debate coaches of the two other colleges respect one another and share the pride that schools in this area lead the nation.

Two other debate teams from Southern attended the convention. Mitch Savage and Julie Storm competed in cross-examination debate. Finton said "they debated with some very experienced people." Although they did not place in this tournament, they placed first in six other regional tournaments this year.

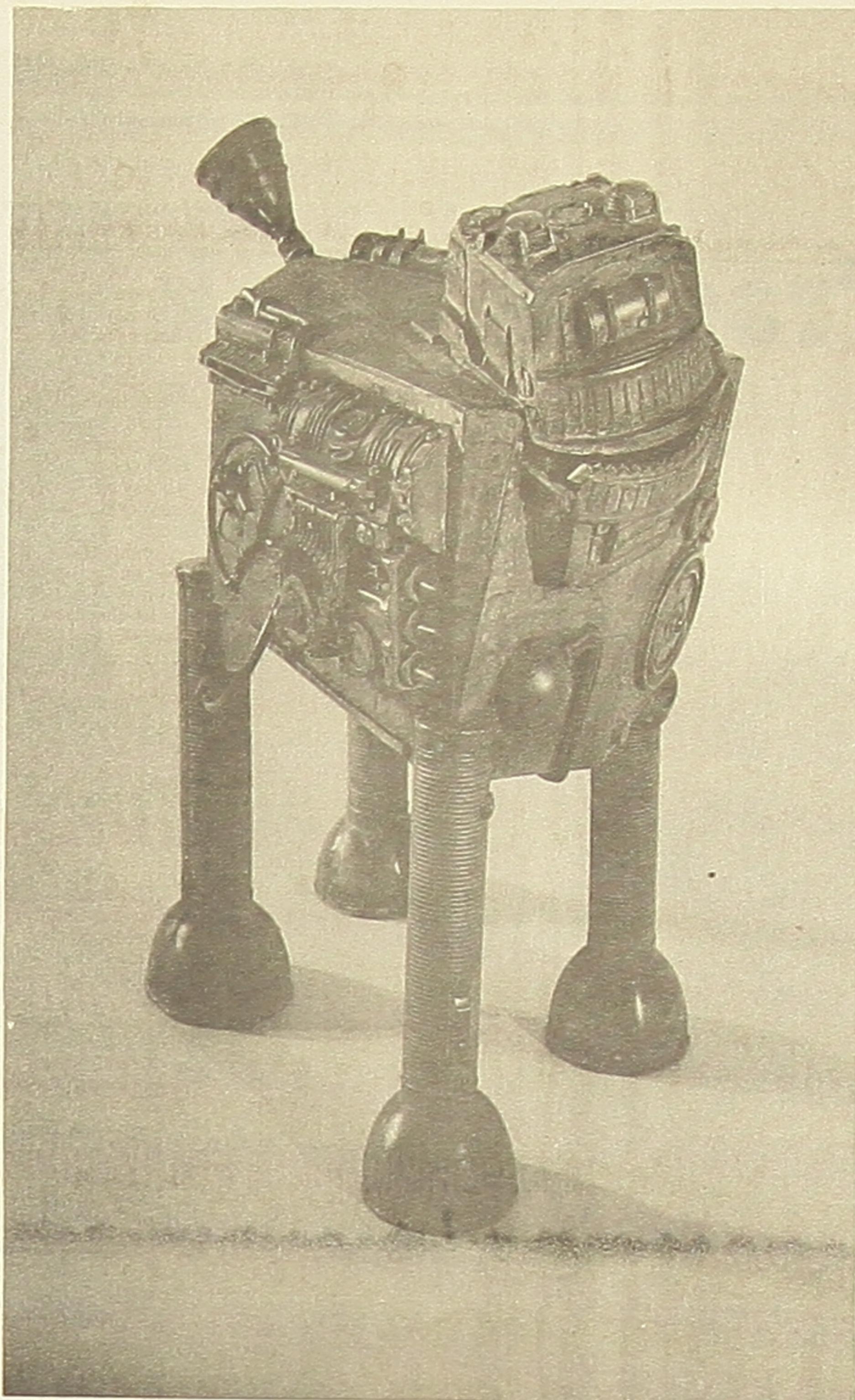
John Meredith and Dana Freese also competed. They are currently third in Missouri junior debate.

"I feel that Southern has had a superior year," said Finton. "This year I've worked with some of the finest students ever. I'm very proud and feel they've all represented Southern very well."

Currently Finton is recruiting students for next year. He said that "we've already recruited some super people."



2 exhibitions on view at Spiva



Two exhibitions, "The Missouri Bronze Casters' Show" and "Missouri Artist: Works on Paper", both made up of art work by Missouri artists, will be on view at Spiva Art Center through April 26. "The Missouri Bronze Casters' Show" will include 39 pieces of bronze sculpture by Missouri artists who are involved in the total process of casting. The exhibit, "Missouri Artists: Works on Paper", consists of 51 works by 22 artists from Missouri.

sunday

6:00 a.m.	
4 Target	
6 Public Affairs	
6:30	
4 Hour of Deliverance	
6 Public Affairs	
11 Bass Fishin Am.	
7:00	
3 Cosmos	
4 Mass	
[12] 5 Rex Hubbard	
6 Public Affairs	
[16] 9 Baptist Hour	
[7] 13 Bullwinkle	
7:30	
2 Modern Life	
4 Jimmy Swaggart	
6 Larry Jones	
[7] 13 Underdog	
8:00	
2 Vital Line	
3 Mr. Rogers	
[12] 5 Revival Fires	
6 Missionaries	
8 Pinwheel	
[16] 9 Amazing Grace	
[7] 13 Jimmy Swaggart	
8:30	
2 Florida Outdoors	
3 Sesame Street	
4 Passin' Thru	
[12] 5 Thy Kingdom Come	
6 Lundstrums	
8 Sunday Morning Gospel of Christ	
[7] 13 Larry Jones	
9:00	
2 Video One	
4 Wrestling	
[12] 5 Jerry Falwell	
6 Jerry Falwell	
[16] 9 Bible Speak	
10 PTL Network	
[7] 13 Herald of Truth	
9:30	
2 Sundays Alive	
3 NASA Film	
8 My Three Sons	
9 Kenneth Copeland	
[7] 13 Day of Discovery	
10:00	
3 NOVA	
4 Cisco Kid	
[12] 5 Hour of Power	
6 Robert Schuller	
8 Nickelodeon	
11 ESPN Sports	
13 Oral Roberts	
10:30	
2 Bible Answers	
4 Sgt Preston	
[16] 9 Face the Nation	
10 PTL Network	
[7] 13 Superstars	
11:00	
2 Financial Inquiry	
3 Soccer	
4 Lone Ranger	
[12] 5 Forest Park Baptist	
6 Baptist Church	
8 Pinwheel	
[16] 9 Amazing Grace	
[7] 13 Jimmy Swaggart	
12:00 p.m.	
3 Washington Week	
4 Tarzan	
[12] 5 Issues & Answers	
6 Festival of Praise	
8 Directions	
[16] 9 Basketball	
1:30	
2 Weekend Gardener	
4 Rat Patrol	
[7] 13 Meet The Press	
5:00	
2 HBO-North by Northwest	
3 Firing Line	
[12] 5 Fishing	
6 Big Valley	
8 Hocus Focus	
6:00	
2 HBO—North by Northwest	
3 Firing Line	
[12] 5 Fishing	
6 Big Valley	
8 Hocus Focus	
6:30	
3 Wall Street Week	
4 Up Front	
6 Billy Tubbs Show	
[16] 9 CBS News	
[7] 13 Wild Kingdom	
8:00	
2 Video One	
4 Wrestling	
[12] 5 Jerry Falwell	
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[16] 9 Bible Speak	
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3 NASA Film	
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9 Kenneth Copeland	
[7] 13 Day of Discovery	
9:00	
2 HBO-Circus World Championships	
3 Two of Us	
[16] 9 M*A*S*H	
10:00	
3 News	
11 Sports	
[7] 13 News	
10:30	
3 Great Performances	
4 Special	
[12] 5 Nightline	
[16] 9 M*A*S*H	
11:00	
6 News	
8 House Calls	
[16] 9 Lou Grant	
12:00	
4 News	
10 PTL Network	
1:00	
5 Hart to Hart	
6 700 Club	
[16] 9 Tomorrow	
1:30	
3 Fantasy Island	
4 Movie	
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3 Tomorrow	
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6 Shadow on the Land	
8 Sports Probe	
4 Benny Hill	
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monday

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2 Sports Legends	
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4 Movie	
[12] 5 That's Incredible	
6 Rockford	
8 Baseball	
[16] 9 Private Benjamin	
[7] 13 Little House	
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3 Country Music	
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[12] 5 That's Incredible	
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[16] 9 Private Benjamin	
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3 Night Beat	
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3 Fantasy Island	
4 Movie	
12:00	
6 Shadow on the Land	
8 Sports Probe	

2:00	
4 Don't Push Capt. Eddie	
3:00	
13 Movie	
4:00	
4 Marcus Welby	
4:40	
13 Movie	
7:00	
3 Lawmakers	
4 Movie	
[12] 5 Am. Hero	
6 Rockford	
[16] 9 Enos	
11 Sports	
13 Real People	
7:30	
10 PTL Network	
8:00	
3 Synthesis	
4 Benny Hill	
5 News	

tuesday

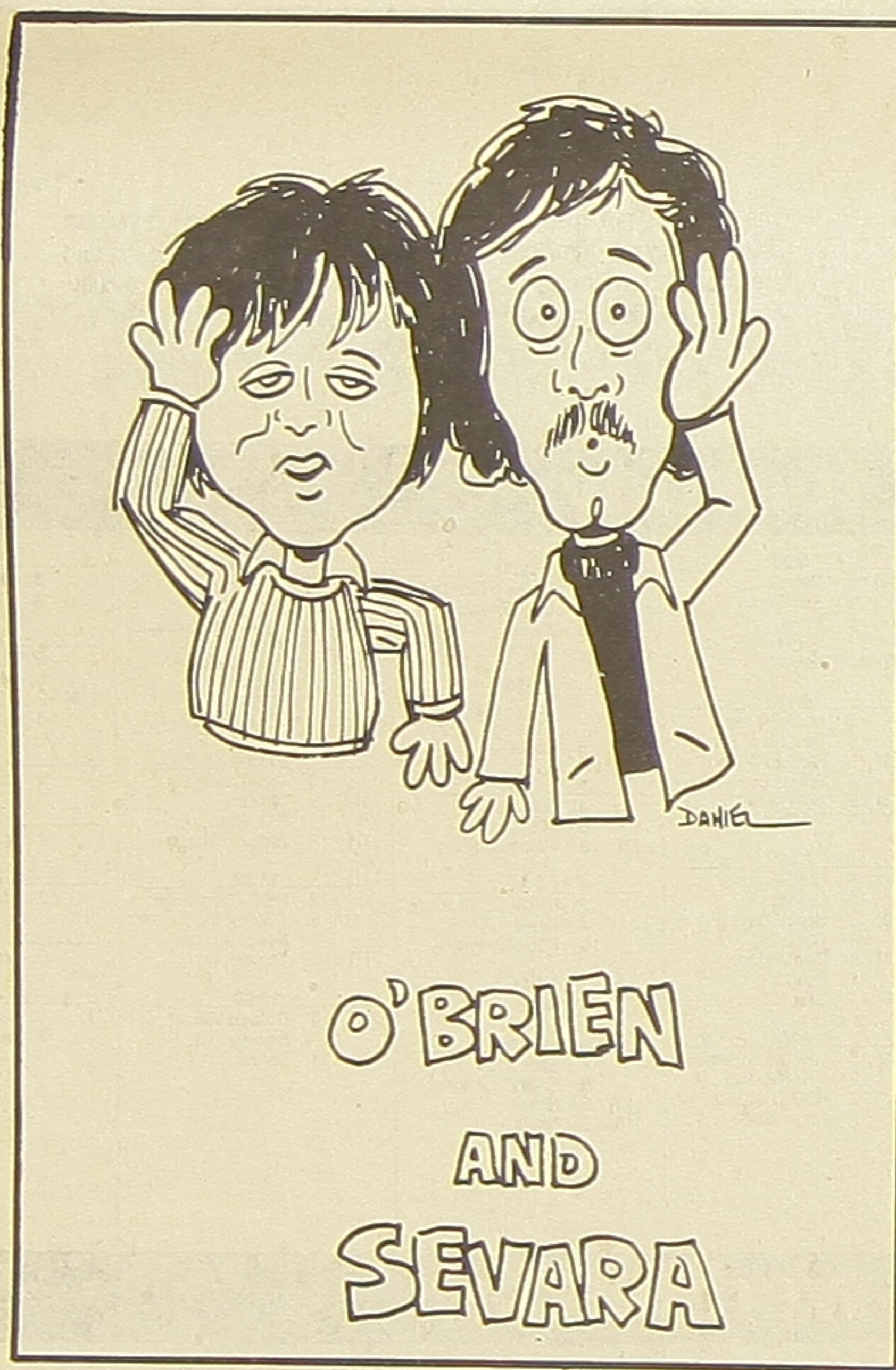
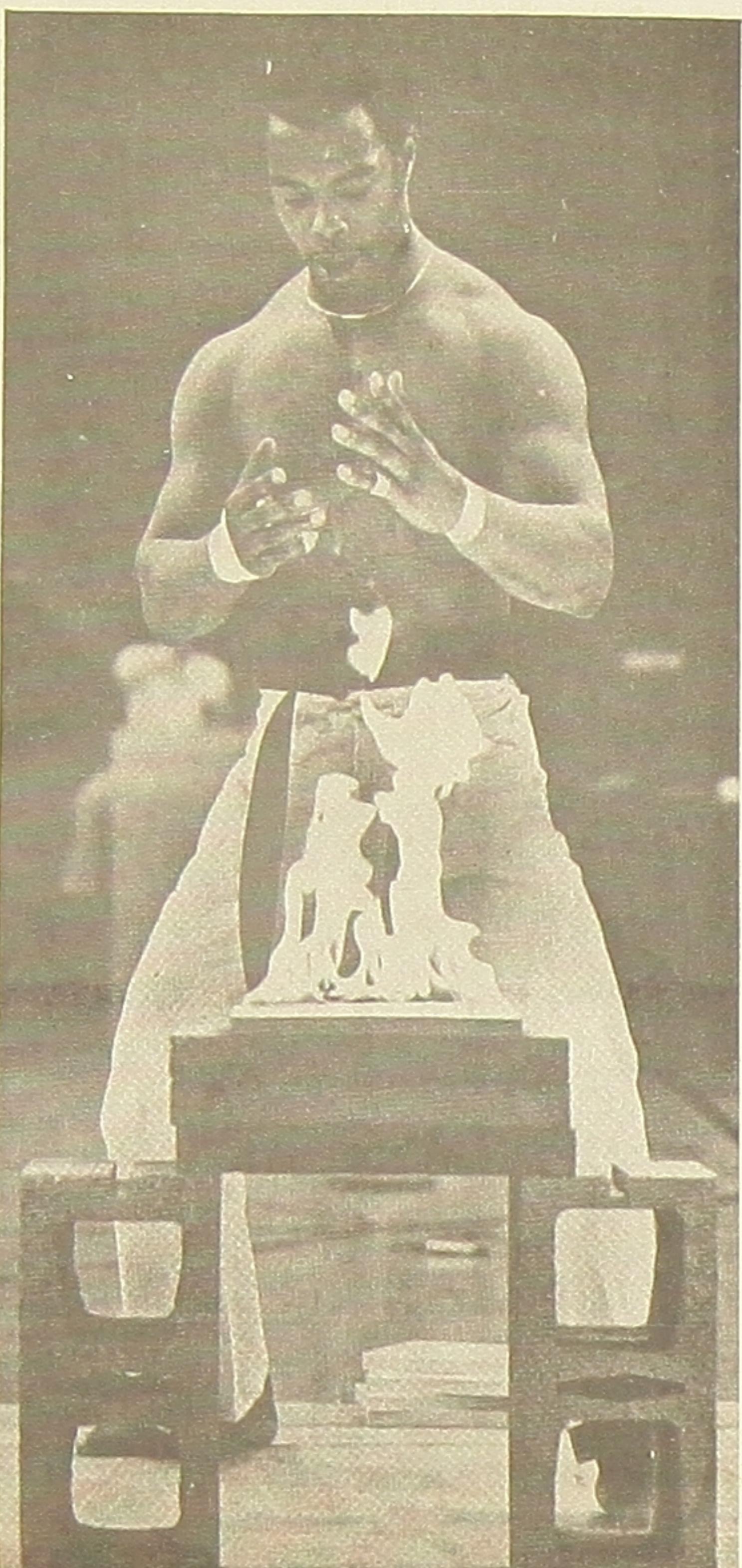
6:00	
[12] 5 News	
[16] 9 Star Trek	
[7] 13 News	
8:00	
[12] 5 News	
[16] 9 Movie	
[7] 13 B.J. and the Bear	
8:30	
[12] 5 Too Close for comfort	
6 News	
9:00	
4 Joker's Wild	
6 700 Club	
[7] 13 Flamingo Road	
9:30	
2 HBO—Adolf Hitler	
4 News	
[10] PTL Network	
10:00	
4 News	
[12] 5 LaVerne & Shirley	
10 HBO-The Odd Angry Shot	
10:30	
4 Benny Hill	
8 English Channel	
[12] 5 News	
[16] 9 News	
11:00	
3 Dick Cavett	
6 Movie	
[12] 5 Nightline	
[16] 9 CBS Movies	
[7] 13 Tonight Show	
1:30	
3 Lonely Hearts	
2:00	
4 Movie	
[12] 5 Happy Days	
8 Wrestling	
[16] 9 Palmerstown	
11 Sports	
9:55	
4 News	
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2 HBO—Mandingo	
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[7] 13 Tomorrow	
1:30	
3 Dick Cavett	
5 Love Boat/Police Story	
[12] 5 CBS Movies	
10 PTL Club	
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[16] 9 700 Club	
3:00	
4 Movie	
[12] 5 Center of Time	
4:00	
4 Marcus Welby	

wednesday

6:00

Freebie Week 1981

"Country Time Week"



MONDAY, April 27

Larry Daniel, Karate
11 a.m. Lions' Den

TUESDAY, April 28

11 a.m. Fun Run for Students,
Faculty, Staff
1 p.m. Kite Flying Contest
(Trophies for Highest,
Largest, Most Unusual)

WEDNESDAY, April 29

Cookout at the Pavilion
½ pound hamburgers
Potato salad
Baked beans
Chips
Cookies
Pop

Entertainment by Dewayne
Bowman and the IRS (back by
popular demand)

\$3 with full-time student ID
\$5 for general public

THURSDAY, April 30

O'Brien and Sevara

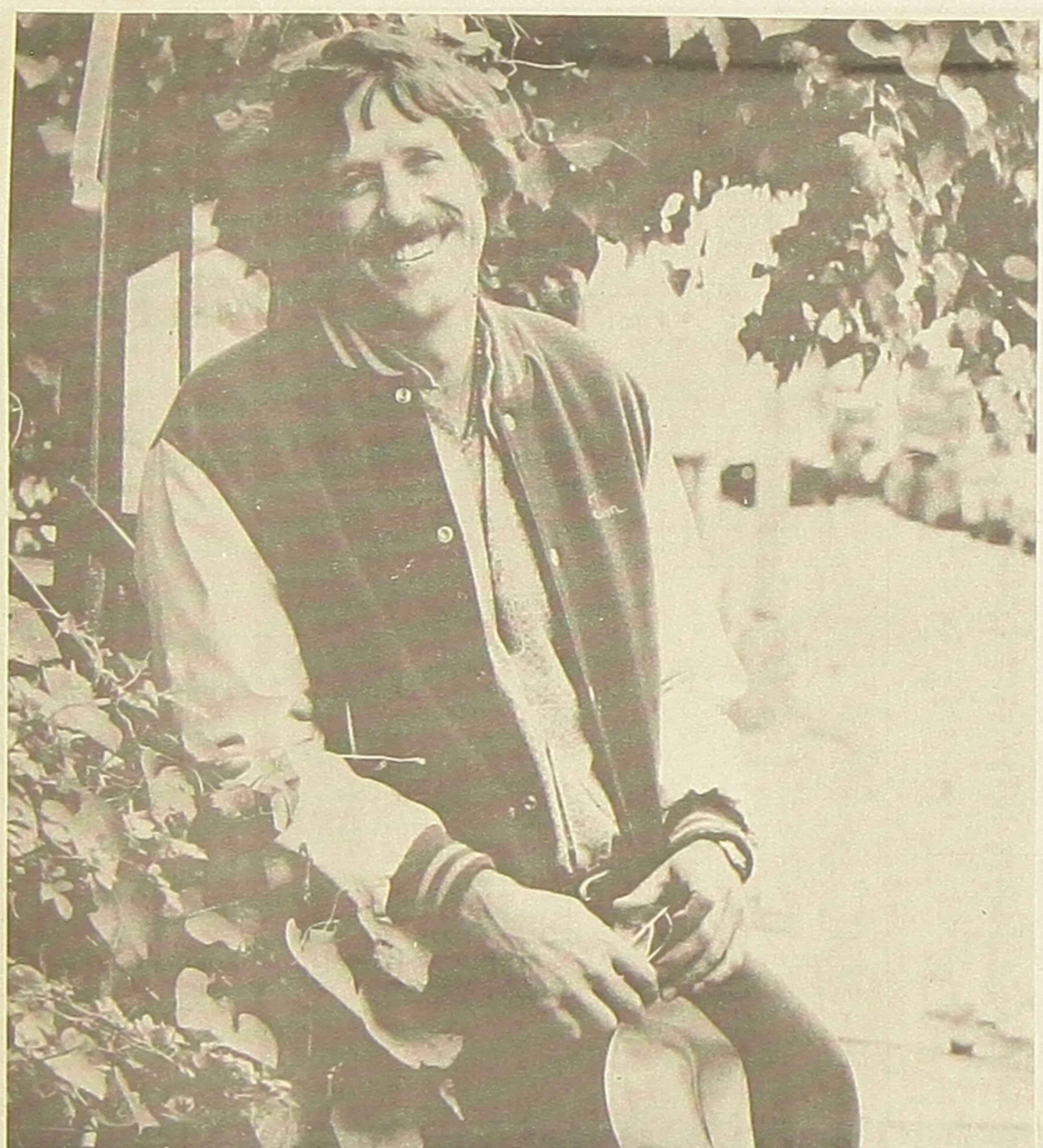
Sno Cones, Cotton Candy,
Balloons, and various games
by organizations

8 p.m.—Gallagher with special
guest Tom Chapin
Robert Ellis Young Gymnasium

10:30 a.m. and 12:15
Lions' Den

7 p.m.—Movie
"Honeysuckle Rose"
Connor Ballroom

9 p.m.—"Country Swing Dance"
Kuhn Hall Parking Lot
(Ballroom in case of
inclement weather)
featuring the Leavell Brothers and
Company Band (5 piece group
from Nevada)



Sports



Rob Lonigro (dark jersey) tackles Pat Pierce and sends the ball past Alberto Escobar (far right) of the Coca-Cola Stars. The Stars' record is currently 7-0-2.

Amateur soccer squad foretells next college season

Hal Bodon, head soccer coach, is pleased with the progress that his amateur team is making this spring.

"We had some difficulty adjusting to the 4-4-2. The strikers had the most difficulty making this change because they were not used to the freedom that this system affords them."

Alberto Escobar, Mike Bryson, and transfer Greg Hantak have been handling the striker positions. Hantak transferred from Southwest Missouri State University.

AT THE START of the spring season Bodon had worries that his midfielders would have the most difficulty with the new system.

"Everyone has been progressing quite

well. The players are beginning to gel as a team."

The amateur spring season gives Bodon the opportunity to look at some of the players he will have returning in the fall. Bodon has been very pleased with the performance of Scott Holtz, junior goalkeeper from Tulsa.

"Scott has really come around this spring and will be very helpful to us next year."

BESIDES HAVING Holtz to fill the vacancy left by senior George Major, Bodon has four new goalkeepers arriving in the fall: John Townsend, an All-State selection from Minnesota; Larry Busk, an second team All-State selection from Vianney High School in St. Louis; Don

Gordon from Pattonville High School who is 6' 3" and 190 pounds, and Brian Dolan who played at Webster Groves High School.

Bodon has also had some luck in recruiting forwards Jay Pace and Joe Humphrey from Shawnee Mission Northwest in Kansas City.

"We are going to be very strong in the forward positions with the new recruits adding to the strength that will be returning from last season."

THE TOP SIX scorers from the previous season will be returning to next fall's team.

At the midfield position Bodon has two recruits: Bill Stefano, All-State selection from Minnesota, and Steve Huff, from

Shawnee Mission Northwest.

"The only positions in which we will not be real strong in the recruiting is at fullback. But Adam Braverman and Scott Portner from Smith-Cotton in Sedalia should give us a hand."

Looking forward to the 1981 season Southern will be facing a tough schedule comprised of some vastly improved teams.

"WE ARE ANTICIPATING a very

good alumni game to start the season off. Then we go on the road on Sept. 12 to play a very good Southwestern at Memphis team. Last year they lost to the nationally ranked Alabama A&M team by the score of 4-3. So we are expecting a very strong team."

Some highlights of the 1981 home schedule include Westminster on Sept. 18 which will be GOSA night and Oct. 24 against Harris-Stowe which will be parents' night.

Other home games include UMSL on Sept. 26; Central Methodist on Oct. 3, UMKC on Oct. 10 and Avila on Oct. 21.

"At halftime of the games that will be played in the stadium we will have a Pronto Shootout that will be run in the same type of manner as is customary at the basketball games."

Bodon also mentioned that for the first time this year they would be playing night games during the middle of the week. Bodon believes this would be less conflicting with the other area sports that are played at night on the weekends.

Golfers place fourth in Park College Invitational tournament

Coach Doug Landrith's Lion linksmen placed fourth last Friday in the annual Park College Invitational golf tournament.

Baker University finished with a 36-hole, four-man total of 622, eight shots in front of Central Iowa. Drury College was third at 632 and Missouri Southern placed fourth at 645 among a field of 21 schools.

"I was disappointed with our efforts at Parkville," said Landrith. "The entire team hovered around the 80 mark. We should have been in the '70's. But we did defeat two Big Eight schools and Drake University."

WINDS GUSTING up to 30-miles-an-hour on Thursday sent most of the scores

soaring. Senior Rick Cupps paced Southern's effort with a 79, followed by Tim Huffine's 80. Huffine, a freshman, carded a 79 Friday to claim eighth-place medalist honors during the two-day event.

Cupps logged a 160 total and Doug Harvey was a stroke behind at 161. Steve Kelley and Steve Schwartz shot a 165 and 170, respectively. The tourney was held on the Windbrook Golf and Country Club's 6,139-yard, par 71 course.

Southern opened its season two weeks ago at the Lincoln University Tournament in Jefferson City. The Lion linksmen placed second in the 16-team field with a total of 315. Southwest Missouri State set a new team record and claimed honors with a 291. Central Missouri State was

third at 318, followed by Southern's second unit at 320.

HARVEY, a freshman, tied for fourth-place medalist honors with Jay Zimmerman and Roger Haynes of SMS. Harvey carded a 38-36 to finish at 74. Cupps, Huffine and Tim Underwood of Longview Community College were deadlocked at 78 for eighth place. Bob Biser of SMS shot a 70 to tie the course record.

Besides Cupps and Huffine, Schwartz, Kelley and Jeff Walster were members of Southern's team that finished second. Schwartz logged a 79, followed by Kelley's 80. Walster was far behind, shooting 94.

Brett Cupps, Scott Phillips, Steve Arnold, George Surprise and Harvey make

up the Lions's second unit. Cupps carded an 81, Phillips has an 82 and Arnold was a stroke behind him. Surprise shot a 46 the open round before being disqualified.

"WE'LL HOPEFULLY get better," said Landrith. "We should be stronger than we were last season. Our freshman (Harvey, Huffine, Kelley, Phillips and Surprise) are showing that they can play well in tournament action."

Next outing for Landrith's linksmen will be today and tomorrow in the Southwestern Oklahoma State Tournament at Weatherford. Southern will host their 12th annual Crossroads of America tournament beginning a week from today.

DEFENDING CHAMPION

Southwestern Oklahoma State will return to defend their title. Landrith figures that SMS, Emporia State, Baker, Central Missouri, and Southwest Oklahoma will be the teams to beat.

"Our tournament is recognized as being the best small college tournament in the Midwest," he said. "Twenty-six of the best teams around are entered. We will use the courses at Briarbrook and Twin Hills for the two-day event."

After the Crossroads tourney, Southern journeys to Warrensburg for the Heart of America Tournament on April 24-25. The Central States Intercollegiate Conference Tournament will be held in Joplin April 30 and May 1. The Lions will close out their 1981 campaign on May 8-9 at the District Tourney in Camdenton.

Ozzie Harrell figures on anxious moments on April 28—draft day

By Chad Stebbins

Ozzie Harrell figures to have some anxious moments on April 28. That's the day when the 1981 football draft of college seniors begins in San Diego.

Harrell, a defensive back on Missouri Southern's gridiron squad last season, hopes that his name will be called by some National Football League team. "Being realistic," he said, "if I get drafted, it will be in the last round. But it won't break my heart if I don't. I could still get a chance to play in the NFL on a tryout basis."

SCOUTS FROM the New England Patriots, Kansas City Chiefs and St. Louis Cardinals have contacted Harrell about playing with their teams. The

Oakland Raiders and Dallas Cowboys have sent him questionnaires to return.

"Playing at a small college like Southern," said Harrell, "hurts my chances of being drafted. You just don't get the exposure here that you would get at a large university. But my chances have increased since Mike Loyd (ex-Lion quarterback) made it with St. Louis. His playing pro ball makes Southern look better."

Harrell has been preparing for a possible NFL career by working out almost every day. He exercises on the Nautilus equipment at the Olympic Racquetball Courts and in the weight room at Southern. "I do a complete workout every Monday, Wednesday and Friday," he said. "I work on my upper body three

times a week and on my lower body five times a week. Also, I run several sprints every day. The coaches here have given me several drills to do that the pros use."

INTERESTED in all sports at an early age, Harrell began playing football in the fourth grade. "I didn't start thinking about playing pro ball until my second year at Independence (Kans.) Junior College. It dawned on me then that I had the potential."

At 5-11, 180 pounds, Harrell's chief asset is his ability to cover a receiver one-on-one. He has 4.6 speed in the 40-yard dash, average among NFL standards. The senior defensive back had five interceptions for the Lions in 1980 and was

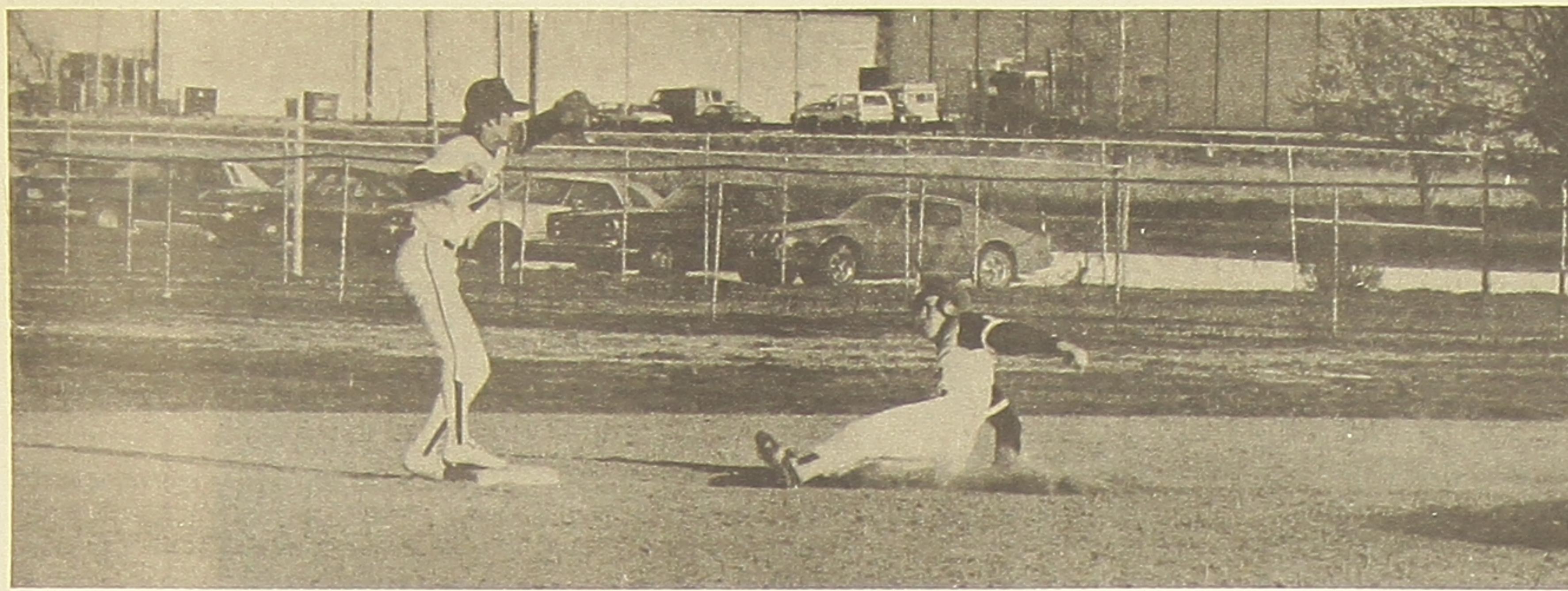
a first-team Central States Intercollegiate Conference selection. Harrell also garnered Honorable Mention All-American recognition.

He received the Harry Spradling Award which goes to the outstanding senior who displays leadership, enthusiasm and sportsmanship at the Lionbacks Athletic Banquet last Fall. Harrell was also named the Most Valuable Player in football and was awarded the Dean Havens Memorial Trophy.

IF HE ISN'T taken in the draft, playing in the Canadian Football League is a possibility. "I am definitely considering that prospect," said the Miami, Fla., native. "Monte Clark, who worked with the receivers a year ago at Southern, is

currently an assistant coach with a CFL team. He might even pave the way for me there. It's even possible that I might play in Canada for a few years, then come back to the NFL. I also received a letter from a semi-pro league, but didn't consider that."

Harrell can always rely on his academic background. He will receive his bachelor of science in business administration degree next month. "If I don't even get a tryout," he said, "I could probably find a job with my marketing and management degree. I have been writing several companies and have received positive responses from them. If I do get drafted, it will really be a bonus."



Junior shortstop Mike Merrifield is forced at second base as he attempts to slide under the throw. SMSU swept a twin-bill from the Lions Tuesday in Springfield, 12-4 and 8-7.

Baseball Lions slip to .500 with double loss

Missouri Southern's baseball Lions saw their record slip to the .500 mark Tuesday as Southwest Missouri State swept a doubleheader, 12-4 and 8-7 at Meador Park in Springfield.

Now 17-7 in all games, Southern outhit the Bears 24-23 but was guilty of 10 errors. SMS boosted its seasonal mark to 18-3 with its second twin-bill sweep of the Lions.

THE BEARS of Bill Rowe spotted Southern a 2-0 lead in the opener but roared back with eight runs in their half of the first. After a walk to Jim Luntzer following two Lion errors, Deron Thomas doubled, Terry Rapp tripled, Brent Thomas singled, and Wayne Hoffman homered for a 7-2 lead. With two out, Mike Garrett doubled and Keith Chapman tripled him across. Freshman righthander Dan McCourt was on the mound for Southern, but none of the runs were earned.

Singles by Ken Henderson and Bubba Carlton and Randy Braun's double had produced the Lions' two runs in the first.

Harris Randles, Mike Sloan, and Cordell Queathem each singled in the fourth as Southern added a single tally. Braun's 13th home run of the season in the seventh put the Lions' final run on the board.

Southern outhit the Bears 11-8 in the nightcap, but three errors and five bases on balls were too much for Coach Warren Turner's squad to overcome. SMS wrapped up the victory with a three run fifth, climaxed by Randy Hilgenkamp's two-run homer.

JUNIOR SHORTSTOP Mike Merrifield led the visiting Lions with a two-run homer in the second, a triple in the third, and a single in the seventh. He is currently hitting around the .485 mark, second only to Braun's .550 average. Randles and Carlton each had two hits for Southern.

The Lions took a 3-1 lead in the second, scoring on Braun's single, Merrifield's sixth homer, Dave Scott's single, an error, passed ball and Randles' single. SMS regained a 4-3 edge in the second but Southern moved in front 5-4 in the fourth

on a walk to Wayne Wilmes, Henderson's single, a sacrifice fly by Sherrell and Carlton's single.

Southwest Missouri tied it in the fourth and then took command with a three-run burst in the fifth. The Lions added two runs in the sixth on singles by Frank Hobbs and Randles, a walk to Sherrell, an error, and passed ball.

SOUTHERN TOOK a twin-bill from Missouri Western last Sunday at Joe Becker Stadium, 9-8 and 5-4. The Lions boosted their NAIA District 16 mark to 9-1 with the two victories.

In the nine-inning opener, which was designated as a Central States Inter-collegiate Conference game in addition to a district test, Southern rattled 16 hits around the park. Sherrell, Scott, and Hobbs had three hits apiece, and Braun crashed a homer over the centerfield fence in the fifth.

Leading 7-6, the Lions wrapped up the first-game decision with two runs in the eighth frame on singles by Hobbs, Sherrell, Scott, and Jackie Thomas. Western

threatened in the ninth, but senior John Peterson entered the game in relief of starter Terry Swartz and put out the fire.

SOPHOMORE RIGHTHANDER Gary Bradshaw claimed his sixth straight victory in the nightcap. He walked none, struck out three and permitted two earned runs on seven hits.

Western held a 4-0 advantage after four innings before the Lions got their ate untracked. With one out in the fourth, Carlton walked and Braun lashed a line drive over the right centerfield fence at the 370-foot mark. Scott followed with a single to center and Wilmes slapped a base hit through short. Chris Supica came off the bench in a pinch-hitting role and smashed a triple over the centerfielder's head. He scored on Randles' sacrifice fly to left.

Southern hosts Central Methodist this afternoon in a 2 o'clock doubleheader. Southwest Baptist rolls into town tomorrow, followed by Harris-Stowe on Sunday. Turner's crew is then idle until April 21, when they play Tulsa University at Joe Becker.

Softball team plays 8 games, wins 2

Coach G.I. Willoughby's Lady softball Lions won two of the eight games they played last week. They defeated Northwest Missouri State and St. Louis University by identical 3-2 scores.

Trailing 2-0 against Northwest Missouri in the seventh inning last Wednesday, the Lady Lions rallied for three runs in their half of the frame. Senior Mary Carter led off with a triple, then scored on Shalaine Periman's single. Patti Killian moved Periman to second with a sacrifice bunt. Teresa Guthrie then smashed a triple to bring Periman home. Senior Lisa Gardner also followed with a three-bagger, sending Guthrie across home plate for the winning tally. Eileen Rakowicki picked up the pitching decision.

Earlier that day, with three Lady Lions absent due to student teaching assignments, Southeast Missouri State roared to a 10-0 triumph. Guthrie, Sabina Payne, and Gina Hunter each had a single, and that was all Southern could muster.

Southern dropped games to Pittsburg State and Emporia State last week, too, 3-0 and 7-3 respectively. Against Pittsburg, Rakowicki had a no-hitter going until the Gussies scored three runs in the sixth. Emporia erased a 3-2 Lion lead with a five-run fifth inning. Periman and Guthrie blasted triples earlier in the contest.

Willoughby's squad tried to repeat their come-from-behind victory over Northwest as the two clubs met again last Thursday. Behind 8-2 in the sixth, the Lady Lions plated four runs on Jan Doss' RBI single and Guthrie's triple with the bases loaded. Southern added a run in the seventh frame when Kim Castillon singled Gerri Grey home.

Central Missouri State defeated the Lady Lions twice in the Gateway classic in St. Louis Friday, 7-5 and 7-6. Guthrie had a two-run homer in the second conflict, plus a pair of singles and three RBI's. Periman had a double in that game and a homer in the opening contest.

In the victory over St. Louis University in the tournament, Periman belted three singles. The Lady Lions won only that game before being sent home from the double-elimination tourney.

Currently 12-11 on the season, Southern hosts the Lady Reds of Northeastern Oklahoma in a doubleheader this afternoon. The Lady Lions will compete in the Central Missouri State tournament this weekend at Warrensburg.

Greens win scrimmage, 27-6,

Spring football practice ended last night for Missouri Southern with the annual Green and White scrimmage game. The Green squad defeated the Whites 27-6 before 200 fans in Fred Hughes Stadium.

Senior Mark Stufflebeam gave the Whites a 3-0 halftime lead with a 36-yard field goal. His 34-yard fielder with 5:54 remaining in the third quarter put Coach John Salvantis' squad up 6-0.

With 10:26 left in the fourth period, freshman Harold Norfalis gave the Greens a touchdown on a three-yard run. Shannon King added the extra point. Two minutes later, Norfalis' 27-yard sprint put Coach Rod Gieseckmann's team on the board again. King converted the placement for a 14-6 advantage.

Sophomore Keith Littlejohn caught a 15-yard pass from quarterback Jeff Kilbane to give the Greens six more points with 3:14 remaining in the contest. Kilbane, a sophomore, connected with Bruce Long a minute later on a 35-yard aerial. King's kick gave the Greens their 27-6 margin.

Defensive back Billy Hopstein was a hero for the White squad, intercepting a Kevin Ahlgren pass and breaking up several more. Another Hopstein pass attempt was called back by a pass-interference penalty. Alan Dunaway had an interception for the Greens.

"The game helped us determine the proper placement of our personnel," said Head coach Jim Frazier. "That was our No. 1 priority this spring, identifying our top 25-30 athletes. We also wanted the players to participate in a game-like situation and give the public an opportunity to see them."

Quarterback is one position that concerns the coaching staff. Joe Mehrer, last year's starter, is sidelined by an injury. Ahlgren, who took over for Mehrer, would start if the season opened today, according to Frazier. Kilbane and transfers Marty Schoenthaler and Danny Chandler have all been battling for the No. 1 job.

"Our passing game is not where it should be," said Frazier. "Our completion ratio isn't very good. It needs to be a lot better."

Besides working on personnel placement, the coaching staff has been evaluating player commitment. Said Frazier, "We judge the athlete's attitude, effort and intensity. We also look at their progress during winter ball."

Tennis team stands at 1-4, but squad is optimistic

Southern's men's tennis continues with the team's standing at 1-4 so far this season. Coach Jon Cunningham says that despite their record the team has really fared "quite well" considering that we have had some illness and some personal conflicts in our scheduling. I think at this point," he said, "we could very easily turn this thing around."

"This is a young squad; this year will be more a learning process than anything

else," Cunningham said. "Sure we want to win bad, but I feel that if we remain pragmatic at this point and analyze our weak points and go from there, I think we will surprise some people."

Cunningham said that the doubles team of Benny Campbell and Bob White has been performing well and should definitely be a force to be reckoned with in the conference.

In their most recent match at Table-

quah against Northeastern Oklahoma State, Cunningham had praise for his number 7 and 8 seeds who were elevated to play in the number 5 and 6 positions and performed well.

"I'm pleased to see Tim and Jon play the way they did. We need some of our younger folks to make a stand so that we have some depth and experience when we go to conference," said Cunningham.

The Lions will go against Central Bible

College on Thursday, travel to Ottawa, Kans., to take on Ottawa University on Friday in preparation for their first conference meet against Washburn in Topeka on Saturday.

Cunningham said, "The Washburn contest will be important for us; if we can come away from there with a victory, we'll be in good shape."

The NAIA district tourney dates are May 8-9.

PROPOSED COLLEGE UNION BOARD CHANGES

April 8, 1981

"Be it resolved by the student body of Missouri Southern State College that the Constitution of the College Union Board of Missouri Southern State College be amended as follows."

ARTICLE I. NAME

(Change from)...The name of this organization shall be the College Union Board of Missouri Southern State College.

(Change to)...The name of this organization shall be the Campus Activities Board of Missouri Southern State College, hereafter referred to as Campus Activities Board.

Vote YES or NO

ARTICLE V. QUALIFICATION OF EXECUTIVE BOARD

(Change from)...No student shall be a member of the College Union Executive Board who is not a full time student (minimum 12 hours) and does not have or maintain a 2.0 or "C" grade point average; who at the time of appointment is attempting or has completed at least their twenty-fourth (24) hour of college credit.

(Change to)...No student shall be a member of the CAB Executive Board who is not a full-time student (12 hours) and does not have or maintain a 2.0 grade point average, and who at the time of appointment has successfully completed at least twelve (12) hours of college credit and has served on the CAB for at least one semester, and/or has been approved by the Executive Board Selection Committee. No student may maintain membership on both the Student Senate and the Campus Activities Executive Board.

Vote YES or NO

ARTICLE VII. SELECTION OF THE EXECUTIVE OFFICERS AND COMMITTEE CHAIRMAN OF THE COLLEGE UNION EXECUTIVE BOARD

(Change from)...Selection Process: The Selection Process for the College Union Executive Board shall be conducted by the current Executive Board on or before the last Thursday in April and after the April 1 of each school year.

(1) Each applicant for the Executive Board will be reviewed by the current College Union Board and Advisors.

(2) Each applicant being considered for an Executive Board position will be brought before the current Union Board for an interview.

(3) Each applicant being considered for an Executive Board position will receive written notification as to the Board's decision.

The applicant receiving the largest number of votes for each respective office shall become the designated officer or chairman of that position.

Installation of College Union Executive Board—At the beginning of the last regularly scheduled College Union Executive Board meeting that occurs on or before the third Friday in May, the Dean of Student Affairs shall install the new College Union Executive Board. At that time the following oath of office shall be administered to the new board members by the Dean of Student Affairs.

"I do sincerely pledge myself to fulfill the duties of the office to which I have been selected. I will keep before me at all times the high ideas and principles which it is my obligation to exemplify and encourage. I will strive for an active and progressive student body. To this I pledge my determination and leadership."

(Change to)...Selection process: The selection process for the Campus Activities Executive Board shall be conducted by an Executive Board Selection Committee comprised of the President of the Campus Activities Board, two (2) advisors, and two (2) Executive

Board members-at-large. (The Executive Board members-at-large shall be selected by the current Executive Board.) The selection of the new Campus Activities Board shall be conducted during the fourth week in March. Executive term of office will begin April 1st.

1. Applications for the Executive Board will be reviewed by the Campus Activities Board Selection Committee.

2. Each applicant being considered for an Executive position will be brought before the Campus Activities Board Selection Committee for an interview.

3. Each applicant for an Executive Board position will receive written notification as to the committee's decision.

The applicant receiving the largest number of votes for each respective office shall fill that designated position.

Vote YES or NO

ARTICLE XI. ATTENDANCE

(Change from)...Executive Board members will be expected to attend all scheduled Board meetings. Every member of the Executive Board must assume the responsibility for the effective functioning of their committee. All activities require Board approval; therefore, attendance at Board meetings is essential. Failure of any Executive Board member to attend meetings regularly may result in a vote for their dismissal.

(Change to)...CAB members shall attend all scheduled Board meetings. Failure to attend meetings regularly will result in dismissal.

When a committee chairman or committee member misses three (3) meetings or committee events without prior notice to their committee chairman, the president, or advisors (whichever is applicable), the secretary shall remove the member's name from the roll and notify said student. Individuals wishing to be reinstated must contact, in writing, the president of the CAB within one week of dismissal. The president will submit the application for reinstatement to the entire Executive Board for hearing. A two-thirds majority vote is required for reinstatement.

Vote YES or NO

ARTICLE XII. VACANCIES

(Change from)...Executive Board vacancies shall be filled by 2/3 vote of the remaining members. All vacancies shall be filled for the balance of the unexpired term.

(Change to)...Applicants must meet criteria outlined in Article V. Executive Board vacancies shall be filled by a four-fifths majority vote of the Executive Board Selection Committee. All vacancies shall be filled for the balance of the unexpired term.

Vote YES or NO

ARTICLE XV. IMPEACHMENT

(Change from)...Any member of the College Union Executive Board may be impeached by a 2/3 vote of the College Union Executive Board.

(Change to)...Any chairman of the CAB may be impeached by a three-fourths vote of the entire Executive Board. Fourteen (14) days' written notice specifying the charges is to be given the individual and all members of the Executive Board. All impeachment proceedings shall be initiated by a member in good standing of the Executive Board.

Any person removed from office in this manner shall be granted the right to appeal his removal to the Dean of Students.

Vote YES or NO